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ABSTRACT

This manual explains how the user services functions, usually performed by a User Services Coordinator, can be conducted in the 16 ERIC (Educational Resources Information Center) Clearinghouses and the various adjunct ERIC Clearinghouses. It provides guidelines, suggestions, and examples of how ERIC components currently perform the user services function. The manual is organized in nine sections that cover the following topics: (1) what user services are; (2) who provides user services; (3) how user services are provided; (4) recordkeeping; (5) outreach; (6) ERIC Partners; (7) skills needed for user services; (8) staff development; and (9) how to conduct an ERIC workshop for searchers and librarians. The guide also contains a glossary defining 16 terms and 11 appendixes that include the following: ERIC System publications; search materials; financial aid packet; workshops and conference materials; statistics and forms; evaluation forms; transparencies; clearinghouse manuals; resources; user services and the World Wide Web; websites and listservs; and brochures. (KC)

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ED 418 253

ERIC USER SERVICES MANUAL
Revised Edition

Developed by
Judith O. Wagner

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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FOREWORD

This user services manual is a revision of one that was developed in 1991 as part of an ERIC task force. Material and information for the revision were obtained at the AskERIC Summit and through the ERICDIR and QA-NET listservs. Draft copies of the manual were sent to all User Services Coordinators in the ERIC System. Changes were discussed at a special session at the 1997 ERIC Technical Meeting and revisions were made. Staff from many Clearinghouses and from OERI offered suggestions for revisions, many of which were incorporated into the final product.

The following are acknowledged for their critical review of the manuscript: Bob Thomas, COTR, and Susan Imel, Director, and Sandra Kerka, Associate Director for Database Development, ERIC Clearinghouse on Adult, Career, and Vocational Education. Janet Ray served as Word Processor Operator.

INTRODUCTION

One of the principal purposes of the ERIC system is to build a comprehensive database of education-related documents, journal articles, books, and other educational resources. The ERIC Facility, the 16 Clearinghouses, and the adjunct Clearinghouses identify, acquire, select, and process these materials and announce them in the ERIC database.

Equally important functions of ERIC are to disseminate information, to produce materials, and to provide user services. The database building and user services functions are interdependent: the database must be disseminated in order to be useful; conversely, user services depend on the database to provide basic materials and information to be disseminated.

Each Clearinghouse has someone who is responsible for user services—often referred to as the User Services Coordinator. Although some Clearinghouses use other titles, "User Services Coordinator" or "USC" will be used in this guide. It is the responsibility of that person to respond to requests from the field. The requests vary, ranging from "What is ERIC?" to "I'm doing research in the area of (insert topic) and need some information. Can you help me?"

In addition to responding to individual requests, the USC may initiate and maintain contact with professional organizations; state, federal, and local education agencies; and others working in the Clearinghouse's scope area. User services activities include responding to user requests, managing websites and listservs, maintaining mailing lists, making arrangements for conference exhibits, staffing conference booths, conducting in-depth workshops on using ERIC, making presentations at conferences, managing ERIC Partner programs, disseminating materials, conducting searches, orienting visitors, keeping statistics, referring clients to other resources, and performing the infamous "other duties as assigned."

This manual deals with how this range of user services activities can be conducted efficiently and effectively. Although not intended as a policy manual, it does provide guidelines, make suggestions, and include examples of how the various ERIC Clearinghouses and components perform the user services function. New USCs can read it to learn how to carry out the function; veterans can learn new ways to vary or improve an established program.

Read it, select those procedures that are suitable for your Clearinghouse, and talk to other USCs about their practices. Remember that policies and procedures vary among Clearinghouses, and some of the suggestions may not be appropriate or possible in your setting. Decide what will and won't work for you.

WHAT ARE USER SERVICES?

User services are Clearinghouse activities that are performed for those who do or should use the products, services, and information provided by various ERIC components. For the purposes of this manual, these activities do **not** include tasks associated with the acquisition, selection, or processing of documents and journal articles, or those performed in conjunction with the production of major publications. Although many of those activities "serve" users and may be performed by User Services Coordinators (USCs), they are covered in other system manuals.

A User Services Coordinator has many of the same duties as a reference librarian. There are questions to be answered, searches to be run, referrals to be made, and bibliographies to be compiled. In addition, a USC trains professional searchers and librarians to search the ERIC database effectively, makes presentations about ERIC at meetings and conferences, and staffs exhibits at conferences and meetings. Other responsibilities may include developing information brochures, newsletters, and other user services publications; coordinating the Clearinghouse Partner program; orienting visitors; maintaining websites and listservs; and keeping statistical records.

It is important to remember that each Clearinghouse has its own host organization and has responsibilities, policies, and procedures that are different from other Clearinghouses. Some Clearinghouses are responsible for the ERIC collection in their host university's College of Education; others use the collection in their host organization's library; some charge for all products; others for very few. In some instances, the level of response given to an individual depends upon host policies; searches may be done at no cost for some clients with a charge for others. Each Clearinghouse must develop a user services program that is compatible with its host organization's policies and mission.

This chapter discusses user services performed by Clearinghouse staff including question answering, reference, searching, referrals, conference presentations, exhibits, workshops/training, and publications.

Question Answering

A User Services Coordinator must be completely familiar with the workings of his/her Clearinghouse and know what can and cannot be done. He/she must also know who the VIPs are, i.e., those people for whom unlimited searching will be done and publications will be sent. New USCs should ask their management who these people are and what is to be done for them.

Clearinghouses receive all types of requests. Some of the major types are described below.

Questions about ERIC

Questions about what ERIC is and how one accesses it can be handled in several ways. Each Clearinghouse should have system brochures that can answer simple requests. ***A Pocket Guide to ERIC, Getting Online,*** and ***All About ERIC*** (found in Appendix A) are adequate for most general requests about the system. Additional system publications, such as the ***Ready References*** (found in Appendix A), can supplement the information in those publications. If a Clearinghouse prefers, these questions can be referred to ACCESS ERIC. Remember that no one likes to have to make another telephone call. If you can answer a question, do so!

Questions about Ordering ERIC Documents and Journal Articles

When someone wants to obtain a specific title, whether it be a document or journal article, there are a couple of ways to handle it:

ERIC Documents (EDs) - If the client knows the ED number and the number of pages in the document, he/she should be referred directly to the ERIC Document Reproduction Service (EDRS). If only the title or author is known, Clearinghouse staff should determine whether the document is in the database, give the client the ED number, the number of pages, and price. If it is a mail request, a copy of the abstract from ***Resources in Education*** (RIE) should be sent along with an EDRS order form–available from EDRS. The reason for sending a copy of the abstract is to ensure that people are getting what they want. People can also be referred to their nearest ERIC resource collection (ERC) since many of the ERCs provide paper and/or microfiche copies of documents. There are fee-based information providers who offer this service. Clients can be referred to their local public libraries for a list of services in their area.

ERIC Journals (EJs) - Clients should be told that, although ERIC does not provide copies of journal articles, they are available at many university and large public libraries or from article reprint services such as CARL Uncover and the UMI Article Clearinghouse.

Subject-Specific Questions

Clients with subject-related questions can be referred to the subject specialist in the Clearinghouse or to specific materials that answer their request. Many Clearinghouses provide quick searches (10 citations) to acquaint users with what is available in the database on their topic. A response might be to suggest a search of ERIC databases; to refer to another ERIC component, the U.S. Department of Education website, a non-ERIC organization such as an ERIC Partner, or a World Wide Web site or listserv; or to send materials (Digests and other shelf products) on the topic. In some instances, there might be non-ERIC subject specialists within the host organization who would be willing to respond to requests. USCs should be familiar with other databases and Internet resources that cover information in their scope. Often a search of more than one database is necessary to get comprehensive coverage of the topic. Recognize that, although ERIC is a large and versatile database in terms of both subject matter and types of documents included, it doesn't contain everything. Suggest alternative sources to clients, such as a professional association, a listserv or website, or a government agency.

Searching

The User Services Coordinator is expected to be (or to become) an expert in all methods of searching the ERIC database–manually, online, on CD-ROM, and on the World Wide Web. Specific training will be discussed later, but it is vital that the USC receive training from whatever commercial vendor–if any–is searched at the Clearinghouse. The USC **must** be well-versed in the idiosyncrasies of searching ERIC. Searching ERIC begins with the ***Thesaurus of ERIC Descriptors.*** One cannot do an adequate search of

ERIC without using descriptors, and descriptors are found in the ***Thesaurus***. The ***Thesaurus*** is available online, on CD-ROM, and on the Web as well as in paper. ***The Identifier Authority List*** is another valuable tool. USCs will learn through experience when to use descriptors, identifiers, full-text terms, or a combination thereof to search the topic most effectively.

Teaching others to search ERIC is another part of a USC's job. USCs can expect many questions about **how** to search ERIC, especially on how to design effective search strategies.

Clearinghouses vary in the search services that they offer. Some do custom searches for a fee; some do not. Some do CD-ROM searches for clients; others do not. Some do quick searches in response to requests; some do not. Some have public terminals where clients can do their own searching; others do not. Some Clearinghouses perform searches on topics of current or recurrent interest, reproduce the printouts, and sell them to interested clients. It is up to each Clearinghouse to set a policy regarding searching. Sample search materials are in Appendix B.

Searching on the World Wide Web

There are now several locations on the World Wide Web where people can easily do their own ERIC searching. They include AskERIC (http://www.askeric.org), EDRS (http://edrs.com) the ERIC homepage (http://www.aspensys.com/eric/searchdb.html) and the ERIC Clearinghouse on Assessment and Evaluation (ERIC/AE) (http://ericae2.educ.cua.edu/aesearch.htm). ERIC/AE has another site (http://ericae2.educ.cua.edu/scripts/ewiz/amain2.asp) that includes the ***Thesaurus of ERIC Descriptors***. The ERIC Digest file is available from the Department of Education (http://www.ed.gov/databases/ERIC_Digests/index/). USCs should be familiar enough with these search engines to be able to lead customers through the steps necessary to complete a successful search.

CD-ROM Searching

ERIC on CD-ROM is available from several vendors. Once an organization subscribes to one of them, unlimited searching can be done without incurring additional charges—a big advantage to the user. Since all ERIC Clearinghouses are given subscriptions to several versions of ERIC on CD-ROM, most Clearinghouses take advantage of the technology to do searching that had previously been done online—and, therefore, expensive—or manually—and, therefore, time consuming. One of the biggest advantages is that there are no connect time or telecommunication charges. CD-ROMs have replaced manual and online searches for many Clearinghouse activities such as checking an individual author's input, verifying titles, and performing other database maintenance functions. Because of their tutorials and user-friendly features, CD-ROMs can also be used by less experienced searchers to locate material for publications and presentations.

Manual Searching

Manual searches of the title index are often done to check on the availability of a particular document. Manual searches of ***Resources in Education*** (RIE) and ***Current Index to Journals in Education*** (CIJE) can be done to see what has appeared or been released recently on a single subject. A quick check of several months of RIE and CIJE can result in serendipitous discoveries that a more comprehensive online or CD-ROM search might miss. Manual searches are also beneficial when developing search strategies. Checking the descriptors used on known relevant and irrelevant documents can help avoid too many false drops on an online or CD-ROM search.

Online Searching

Online searches are more comprehensive and up-to-date than manual or CD-ROM searches. The vendors update the files monthly. In some Clearinghouses they are done solely by request for paying customers; in others, not at all. Online searches have the advantage of speed and of searching the entire database at one fell swoop. If the option of offline printing is selected, the prints make a tidy package to deliver to the client.

Although search services vary by Clearinghouse, USCs **must** be able to answer questions about **how** to search ERIC in any manner. These questions could be referred to another Clearinghouse or to ACCESS ERIC, but someone at each Clearinghouse should be able to respond appropriately. Never refer a client unless it is absolutely necessary!

Referrals

Keep in mind that **no one** wants to make a second phone call. However, most Clearinghouses cannot answer every question that comes their way. This situation can be handled in a couple of ways. A USC can locate the appropriate information for the client or can refer him/her to another source. Again, Clearinghouse policy governs the situation. Some Clearinghouses check with an organization to find out what kind of services it provides before referring anyone to it. Others assume that organizations have the mechanism to handle user requests and refer blindly. The ***ERIC Directory of Education-Related Information Centers***, the ***Educational Resource Organizations Database (EROD),*** and the ***Encyclopedia of Associations*** are helpful in selecting referrals.

Most requests for copies of documents should be referred to EDRS. If possible, the USC should provide the ED number and the cost of a reprint before referral. In some instances, clients can be referred to an ERIC resource collection (ERC) in their geographic area. Many university and state libraries offer duplication of microfiche and paper copy of documents.

If the USC is unable to handle them, subject-related questions should be referred to subject specialists within the Clearinghouse. Additional referrals may be made to professional associations, public organizations, resource centers, or other organizations dealing with the subject. Some can be referred to other ERIC Clearinghouses. A subject request may overlap Clearinghouse scope areas, i.e., "vocational education for the disabled in community colleges." Those questions should be answered by the first Clearinghouse contacted, and the client should be referred to the other Clearinghouse for additional information.

Clearinghouses will get questions/requests for assistance that are outside the realm of ERIC. Examples of these are directory information, statistics, and public assistance. Although some Clearinghouses have the resources to handle some of these requests, most do not. Clients may be referred to their public library or a local organization for directory assistance or information about local services.

Statistics are another whole ball game. ERIC is not a good source of statistics, per se. Statistics in ERIC are incidental. If someone does a study on a particular subject and includes statistics, you can find them through a search of the subject. However, someone cannot go to ERIC and ask for the per pupil cost of elementary students in private schools in 1983. The National Center for Education Statistics (NCES) is the best source for statistical information (<http://www.ed.gov/NCES> or 800/424-1616).

Clients wanting information about funding sources can be referred to websites and databases that have such information–Grants, Foundation Directory, and Foundation Grants Index. Information about student financial aid can be found at <http://www.ed.gov/prog_info/SFA>. The ERIC Clearinghouse on Disabilities and Gifted Education has assembled packets of information about student financial aid. The ERIC Clearinghouse on Higher Education has developed an FAQ on their website (<http://www.gwu.Edu/~eric/FAQ/>) related to financial aid. (See Appendix C.) Copies should be kept on hand for those who request it.

Technical questions about the ERIC database as well as questions regarding ERIC Tools and ERICTAPES and other Facility products should be referred directly to the ERIC Facility.

Never refer a client unless it is absolutely necessary!

Conference Booths and Presentations

Clearinghouse staff participate in national, regional, state, and local conferences. This participation may take several forms. USCs may staff ERIC booths, display and disseminate ERIC materials, and demonstrate ERIC searching for exhibit visitors. Subject specialists or USCs may make presentations about ERIC and how conference participants can benefit from what is in the database. They may also give subject-related presentations. A preparation checklist for exhibiting at a major convention can be found in Appendix D.

Booths

Each Clearinghouse decides which conferences would be the most productive—mutually beneficial—to attend. The focus and reputation of the organization, its membership, conference location, and the Clearinghouse budget are factors to consider when making this decision.

The next step is to get the exhibition material from the conference coordinator. This information should be obtained as early as possible. The cost of the exhibition space can run anywhere from $100 to $2000 depending on the organization, the size of the booth, and the length of the conference. The booth should include Clearinghouse publications such as ERIC Digests, pertinent materials from other Clearinghouses, and information on the ERIC system. One promotional idea is to include a 15 percent discount coupon for publications in the conference packet or as a handout during the conference.

Search demonstrations are a guaranteed crowd pleaser. And in these days of laptop computers with CD-ROMs included, they should be available. Offer them if possible!

Final words of wisdom: Arrive early and be prepared. Be sure to pack plenty of pens, pencils, a pencil sharpener, scissors, extra light bulbs, extension cords, paper, string, fasteners, tape, markers, cardboard, and address labels for mailing leftovers back to the Clearinghouse. Take copies of all communications with the conference coordinator, as well as copies of checks to shippers, drayage companies, decorator services, etc. A list of emergency phone numbers is also good to have in case equipment or software malfunctions or the shipment must be traced.

Presentations

Clearinghouse staff often make presentations or do workshops at local, state, or national conferences. Be sure to request time and space for workshops well in advance. National conference coordinators often plan at least a year ahead of time. USCs might conduct an awareness session on ERIC and its importance to participants. Subject specialists might do a session on their area of expertise, including in it the importance of ERIC to those in the field. Longer workshops providing more detailed information–described more fully below–are sometimes presented.

Training Workshops

USCs frequently do indepth ERIC training workshops. These may be for ERIC Standing Order Customers (SOCs), librarians, state departments of education, professional searchers, or resource center personnel. The workshops are usually from a half to one and a half days in length and include information about the ERIC system, indexing and abstracting, searching, submitting materials, document selection policy, and anything else that's appropriate for participants. Although workshops are often tailored to a specific audience, Appendix D includes a general workshop outline that can be adapted for use with a particular group.

Publications

The ERIC system generates many publications, all of which should be very familiar to USCs and used regularly in response to requests. In addition to system materials available from ACCESS ERIC and the Facility such as ***A Pocket Guide to ERIC, Getting Online, All About ERIC, The ERIC Review***, and the ***ERIC Ready References***, the most important publications for USCs to know about are ***ERIC Digests***, produced by all Clearinghouses. These concise reports on topics of current interest were first produced in 1981 and are indispensable in answering requests.

In addition, Clearinghouses produce newsletters, bibliographies, and other user services publications. Some Clearinghouses distribute lists of their no-cost resources as a method of disseminating information in their scope area. A few charge for their Digests—again depending on the policies of their host.

Major publications and packaged searches are usually sold by Clearinghouses, but occasionally they are sent in response to requests. Ideally, the USC should make the determination about the disposition of discretionary copies. Typically complimentary copies would be sent to those reviewing materials for a journal, practitioners who might order multiple copies, and anyone else whom the USC—or any other staff member—feels worthy.

WHO PROVIDES USER SERVICES?

Clearinghouses

Within a Clearinghouse there may be several staff members who provide or assist with user services. Each Clearinghouse has a User Services Coordinator (possibly under another title) who is "in charge" and who may be helped by a secretary and other staff members.

In cooperation with Clearinghouse directors and according to Clearinghouse policy, USCs should make decisions regarding such questions as: Should we send 100 copies of Digest #142 to this school for a workshop? What type of information should be sent with all responses? How far should we go in finding the answer to a specific question? Should an individual who requests it receive a free copy of a major publication? Who should go on the mailing list? Many daily decisions made by the USC are based on the coordinator's experience and expertise.

Ideally, the USC will have a secretary or assistant to assemble packets of information and respond to simple requests for products and information. The secretary can mail materials and add names to the mailing list.

In Clearinghouses that are responsible for selling products, there may be additional bookkeeping activities that need to be dealt with, i.e., invoices to be mailed, payments to be posted, accounts to be reconciled. These duties may be the responsibility of a secretary or the USC.

Every Clearinghouse staff member provides user services whether he/she realizes it or not. The USC should request that staff record all activities that could be interpreted as user services. This includes conversations that subject specialists have with constituents, advice regarding submissions, information about the status of a document in process, and referrals that any staff member may make. A simple form based on categories in the monthly statistical report should be given to all staff for their use in recording interactions with others.

ACCESS ERIC

ACCESS ERIC coordinates ERIC's outreach, dissemination, and systemwide activities; develops ERIC publications; maintains the official ERIC WWW site; and provides reference and referral services.

Publications for sale by ACCESS ERIC include:

> *ERIC Directory of Education-Related Information Centers*—a directory of resource centers and other organizations that provide education-related information
>
> *ERIC Calendar of Education-Related Conferences*—a list of international, national, regional, state, and local conferences (<http://www.aspensys.com/eric/cgi/ccal.cgi>)
>
> *Catalog of ERIC Clearinghouse Publications*—publications of Clearinghouses and support components that are in print and available (<http://www.aspensys.com/eric/catalog/>)

ACCESS ERIC also has a number of publications that are available at no cost. Clearinghouses should keep a supply of these on hand to disseminate in response to requests.

Directory of ERIC Resource Collections—lists organizations that maintain ERIC microfiche collections, provide search services, and have a collection of ERIC-related publications (<http://www.ed.gov.8888/STATES/direct/SF>).

The ERIC Review—a free journal featuring publications and research findings of the U.S. Department of Education, the Office of Educational Research and Improvement, and the ERIC Clearinghouses. It announces new titles in education, lists conferences, and highlights ERIC products and services.

A Pocket Guide to ERIC—an introduction to the ERIC system, it describes resources and serves as a quick reference for answers to the most commonly asked questions about ERIC.

All About ERIC—a detailed description of the ERIC system.

Parent Brochures—discussions of significant findings of recent research on topics of interest to parents and educators.

Getting Online—a description of what is needed to get online, discussion of education offerings available to Internet users, and hints to make exploration of computer networks easy and successful. It includes the URLs of all ERIC Clearinghouses, Adjunct Clearinghouses, and support components.

ERIC Users' Interchange—a publication that contains ERIC System news and goes to all ERIC Standing Order Customers (SOCs), resource collections (ERCs), and Automatic Acquisitions Arrangements (AAAs).

ACCESS ERIC also coordinates the Partner program and offers technical assistance to those who want to learn to use ERIC more effectively.

The ERIC Facility

User services at the ERIC Facility deal chiefly with answering questions about the ERIC system and its operation and supplying published materials. The Facility also conducts searches to identify specific documents or to provide examples of what is in the database.

Referrals are made regularly to ACCESS ERIC, EDRS, and individual Clearinghouses. Many referrals are made to GPO for subscription information about ***Resources in Education***. Copies of Clearinghouse materials—if available—are used to respond to subject-related requests. Each Clearinghouse should make sure that the Facility has copies of all its products to make this task easier.

Many of the requests that come to the Facility can be answered with general brochures such as ***A Pocket Guide to ERIC, All About ERIC, Ready References***, and copies of the CD-ROM Digests and the ***Networker*** prepared by the ERIC Clearinghouse on Information and Technology. Information and order forms for EDRS, ERIC Tools, Oryx, CIJE, RIE, reprint services, and CD-ROM and online vendors are also stocked and disseminated.

As with the Clearinghouses, the Facility must handle each inquiry expeditiously. Form letters are used whenever possible.

The Facility regularly receives questions regarding:

- How the database is built
- The location of ERIC resource collections
- The organizational structure of ERIC
- Journal coverage
- ED numbers and references on a particular subject
- Information on grants and financial aid
- Author affiliation
- Whether a document has been updated
- Addresses of sponsoring organizations
- How to order materials
- Search strategy development

HOW ARE USER SERVICES PROVIDED?

To provide user services efficiently and effectively, policies and procedures must be firmly in place. Obviously not all requests will fall under an established procedure, but if the procedures are there, the odd question can be dealt with more easily. Form letters, response/statistics forms, organization, and knowledge of Clearinghouse capabilities are vital to a good user services program.

It is difficult to schedule user services. Although many USCs have other Clearinghouse responsibilities, the public doesn't know that. The telephone may ring at any time. It is wise to schedule those user activities that can be planned ahead, knowing that you may be interrupted. It is also possible to schedule your phone calls—have someone take messages that you can return when you can. The problem, of course, is to be able to get back to those who have called "off schedule." Although there will be times when you cannot be interrupted and messages will have to be taken, answer your calls as they come whenever possible—this simplifies matters for everyone and prevents frustration. Calls should be returned within 24 hours.

You can plan reading and answering mail— regular and electronic, conducting searches, providing orientations to visitors, doing workshops, and so forth. Answering calls while you are answering mail probably will not break your concentration. It is a good idea to have other staff know how to respond to some requests. Often callers who just want general information or materials sent to them can be assisted by other staff members.

Internet

The Internet has revolutionized the provision of user services. Instead of mailing announcements of new materials and sending them to requesters, USCs typically monitor a variety of scope-related listservs and announce availability of their products to the appropriate groups. User products can be sent to individuals as e-mail messages as well as by regular mail depending on the customer's preference. Some listserv moderators have been known to "publish" ERIC Digests of particular interest on their listserv. All Clearinghouses have World Wide Web sites and many include full text of their publications. Patrons can be directed to the site.

Some Clearinghouses routinely refer patrons to their website if (1) the patron has access and (2) the needed material or information is there. Otherwise the packet is mailed.

All Clearinghouses should have a comprehensive list of Internet resources in their scope areas. Clearinghouses should also get those in their scope area who have websites to link to their Clearinghouse sites. They may also be willing to include full text of appropriate materials on their web pages.

AskERIC

AskERIC is a systemwide Internet-based service whose mission is to provide consistently high quality, personalized information to patrons via the Internet. Housed at the ERIC Clearinghouse on Information and Technology, AskERIC staff screen approximately 800 requests per week that come to them through electronic mail (askeric@askeric.org) or their website (http://www.askeric.org). The requests are sent to various Clearinghouses depending on the scope of the question. All Clearinghouses participate in AskERIC and respond to a set number of requests per day/week. AskERIC reimburses Clearinghouses for each response.

Questions are sent to one mailbox in each Clearinghouse and distributed to Clearinghouse staff as appropriate. How requests are divided is up to individual Clearinghouses. Some have their own AskERIC staff to respond only to those requests; other have several staff members who answer the questions—sometimes depending on the subject of the request, sometimes on staff availability; some Clearinghouses have one staff member who responds to all questions. At least one Clearinghouse is sending some of its AskERIC questions to one of their free-lance abstractors who works at home. Everything is handled electronically.

Responses to AskERIC requests should contain several elements:

- ERIC search—A "quick and dirty" search is run to give the patron an idea of the material in ERIC related to his/her topic. Often, the request is vague, general, or worded in such a way that it is difficult to determine what the user is really looking for. Unfortunately, queries to the patron for clarification often go unanswered. It is best to do a general search and explain in the response that more specific information is needed to do a targeted search.
- Search information—Include the strategy used for the search and information about how the patron can do his/her own search via the Internet.
- Electronic resources—A list of several websites, listservs, newsgroups, and/or databases that relate to the topic should be included.
- Nonelectronic resources—Referrals to public libraries, professional associations, or other agencies should be made if appropriate.
- ERIC Digests—If you have an ERIC Digest that relates to the topic, include it in a separate e-mail message. A single message would be too long if both a search and a Digest were included.
- Acquisition—Information about getting full text of ERIC documents and journal articles should be included.

Several templates that can be used to respond to AskERIC requests are in the ***System-Wide Guide to AskERIC Questioning Answering*** found in Appendix J. They include information about retrieving materials and doing searches and can be modified for individual responses.

In some Clearinghouses, staff go the extra mile for clients by searching multiple databases and websites for information and sometimes providing exact answers to requests. Although commendable, this is not necessary. AskERIC is an introductory information service with the goal of teaching people to do their own searching via the Internet.

There are myriad resources available for those responding to AskERIC requests.

- **QA-NET** (qa-net@listserv.syr.edu) is a listserv for ERIC staff who respond to requests. It is used to announce useful websites and listservs, ask for help with tough questions, and exchange ideas.
- **AskERIC Resources** (http://www.askeric.org/~askeric) is a treasure trove of websites on all aspects of education.
- **The AskERIC Virtual Library** includes links to a variety of sites including the

television companion materials, the Tool Box, lesson plans, InfoGuides, and other education-related resources.

- **Website links** to related sites.

Form Letters

Most requests that come into the Clearinghouse will fall into one of a few categories: Clearinghouse products, information about ERIC, document delivery, mailing list, searches, subject-related information, directory information.

Form letters should be used to answer requests for information about ERIC in general or about your Clearinghouse and for referrals to EDRS. A "with our compliments" card can be included with materials from the Clearinghouse.

A form letter can also be used when mailing out searches to clients. In these days of word processors, the bulk of the letter can be standardized (information about obtaining documents and journal articles, information about reading the search) with a personalized first paragraph. Sample form letters can be found in Appendix E.

Request/Response Forms

Everyone in the Clearinghouse who answers the phone should have a supply of request/response forms. The forms can be used to record requests and responses and can be later tabulated for statistical purposes. Samples are in Appendix E.

Streamlining User Services

To save time, develop procedures for as many scenarios as possible. Use forms, form letters, form cards, and in-house databases for everything. No one has time to answer all requests individually—better spend the time providing better services and developing products to send to clients. There are, of course, many requests that require time and thought. They include search strategy development, referrals, and most telephone requests.

Chain of Command

Who answers which questions? The person who answers the phone should provide the response if possible. Nobody likes to be transferred. Your Clearinghouse operator/switchboard should know who on the staff should get which phone calls. Information services calls should go to the USC unless the caller asks for a specific person. If calls do have to be transferred, Clearinghouse staff should be sure to route them to the right person.

RECORDKEEPING

Statistics

User Services Coordinators are responsible for many records. Although Clearinghouses may wish to keep statistics on a number of items, they need to keep track of those numbers required by the ERIC contract and by the Contracting Officer's Technical Representative (COTR). In addition, one's host organization may have a different set of categories for its statistics. If this is the case, the USC should work with the host group to align the two as closely as possible. Keeping two sets is to be avoided if at all possible.

In addition to the statistics that must be reported to the COTR, Clearinghouses may choose to record additional information. For example, everyone reports total Digests and major products distributed, but a Clearinghouse may also want to keep track of individual titles. A Clearinghouse may want to track publicity and the origin of requests. A Clearinghouse with multiple scopes may want to separate certain statistics for in-house use.

It is possible to note that a request was the result of an article in a Partner's newsletter, an announcement in a journal, a targeted mailing, a display at a conference, or a column in your own newsletter. Often a client will tell you where he/she saw the reference to your materials; you can code publication forms that are distributed to a particular audience; the wording of a request may reveal its source. It is a good idea to keep track of as many of these as possible for future reference. For example, one Clearinghouse sent 800 copies of its no-cost list to two groups to be added to conference packets. The Clearinghouse received 44 requests from one and 7 from the other–not a very good return on investment. Next year the groups will be offered camera-ready copy to duplicate.

Feedback

Although feedback from users can be difficult and time consuming to collect, it is an important part of good customer service. It can be collected through surveys, evaluation forms, and telephone calls. Evaluation forms can be mailed to constituents or included with publications. They can be sent with computer searches or added to web pages. Although these methods have resulted in mostly positive feedback to Clearinghouses, they have provided information on how products and materials are used by constituents. Telephone surveys are expensive and time consuming. Often they do not produce the desired results because the person you call may be an intermediary and simply doesn't know how the search or product was used and whether it was satisfactory. Sample evaluation forms are in Appendix F.

One Clearinghouse featured ***Feedback*** in an issue of its newsletter. The director noted the importance of feedback and requested that users of Clearinghouse products let the Clearinghouse know how they were being used. A simple "Please take a few moments to let us know how you use the materials" was appended to the form for free products. With very few exceptions, every person who requested materials indicated how they were using them–including a few who said that this was their first exposure to ERIC, but they would respond later. In addition, several people wrote long letters extolling ERIC's virtues. Although the feedback was 100 percent favorable, it did let the staff know **how** materials were used.

The beauty of this method is that no **extra** work was involved, except in tabulating the results. The people were going to order products anyway so they did not have to address and stamp another envelope–or even mail an extra letter. The responses were often short, but there was no doubt as to their meaning.

OUTREACH

In addition to responding to requests that come into the Clearinghouse, a user services program needs outreach activities. How do you let those who are unfamiliar with ERIC know about it? Some ways are websites and listservs, newsletters, targeted mailings, conference exhibits, Partners, Standing Order Customers, second-level dissemination, and the ***Vertical File Index.***

Websites and Listservs

All ERIC Clearinghouses have World Wide Web sites. In addition to information about ERIC and about their own Clearinghouse activities, many include full text of their user products–and in some cases their major publications, links to all other ERIC components, and links to sites related to their scope areas such as ERIC Partners and professional organizations.

USCs and/or other Clearinghouse staff should monitor listservs, newsgroups, and websites that fall within their scopes. They are a rich source of information and contacts. They can be scanned for trends and issues, publication ideas, and sources of documents for the database. The listservs can also be used to announce Clearinghouse products, services, and activities.

One Clearinghouse regularly announces product availability and offers to send full text of user products to anyone via e-mail or regular mail. Within 2 weeks, it is not unusual to have more than 200 requests for materials. Information about conferences can also be posted to reach a wide audience with relatively little effort. One of the nice things about the Internet is that announcements—and sometimes full text of materials—are often forwarded to other groups—second-level dissemination abounds!

Newsletters

Many Clearinghouses have a newsletter that comes out two to four times a year. It might contain information about the ERIC system, the particular Clearinghouse, a list of free publications, a list of major publications, conferences that will have an ERIC or Clearinghouse presence, substantive information about the Clearinghouse scope area, and/or a request by the Clearinghouse for documents in a particular area or for feedback about products and services. Newsletters are a good way to promote many aspects of ERIC—acquisitions, user services, major publications, and search services.

Who should receive newsletters? Some Clearinghouses send their newsletters only to those who specifically request it; others send them to everyone who requests products or services. What a particular Clearinghouse does will depend on its policy, budget, and contract.

How else do you use them? Newsletters, because they contain a potpourri of information, are a natural tool for distribution at conferences and meetings. They can also be included in targeted mailings or sent out as a part of the Clearinghouse general information packet. Use them much as you would the Clearinghouse brochure.

Targeted Mailings

Some Clearinghouses do targeted mailings to Partners, Standing Order Customers, conference presenters, university professors, or other constituents. The packet might include general information—Clearinghouse brochure, no-cost resource list, publication list, newsletter, acquisition brochure—as well as Digests or other products that would be of interest to a particular group. It might also include a letter with ideas for using the materials–in targeted mailings, as announcements in newsletters and journals, and as handouts at workshops and conferences.

Combined acquisitions/user services mailings can be very effective. When you request materials from a group, i.e., conference presenters, include the Clearinghouse no-cost list and an appropriate ERIC Digest.

Conference Exhibits

Booths at major conferences in the Clearinghouse scope area are a marvelous way to spread the word about ERIC and to meet those in the field. You will find that people usually have nice things to say about ERIC products and services. In addition to distributing products—major publications and user services materials—you might want to have some give-aways—pens, buttons, note pads, whatever. A drawing for free major products or searches is a good way to increase your mailing list. Have folks put their business card in the pot and draw a name once a day. Mail the product to the winner and keep the cards for future reference.

Besides giving away materials and spreading the word about ERIC, doing demonstration searches is a wonderful drawing card. Be sure to have a ***Thesaurus*** with you—or do a free-text title search—and print out 10 citations. You could also have disks available—or advertise ahead of time for attendees to bring their own—to download longer searches for booth visitors. Conference attendees love it. (Having the ***Thesaurus*** on hand is a good way to emphasize its importance.)

Some conference trade shows allow you to sell products at your booth, but some will not. If sales are permitted, know that they can be time consuming and may take away from time better spent with booth visitors.

In addition to conferences where the Clearinghouse is represented in a staffed exhibit, there are other ways to have ERIC materials available to attendees. One is through your host's booth. Many hosts have booths at major conferences and, even if no ERIC staff member is present, will display ERIC materials. In fact, most hosts are delighted to have them–particularly Digests and other no-cost publications. Sometimes conference coordinators will put a Clearinghouse brochure or no-cost list in the participant packets.

Some groups, particularly Partners, will display and distribute materials even if you do not have a booth and are not attending the conference. When you get a conference announcement, look at the session topics and determine what materials would be appropriate for the audience. Call the conference coordinator, explain that you cannot pay for a booth but have free, informative materials that would be useful to attendees, and request that they be distributed at the conference. Although you are bound to get turned down occasionally, often your request will be heartily accepted—particularly if the coordinator has ever seen ERIC Digests! Find out how many will be attending the conference, determine how many of each you should send, code your no-cost lists so that you will be able to track future requests, and send them off. Sometimes you can get the conference staff to reproduce materials from copies you provide—an added bonus. You may also want to produce mini-bibliographies targeted to the theme of a conference—especially if it is sponsored by one of your "prime" organizations.

Second-Level Dissemination

Second-level dissemination occurs when organizations give away the materials that you send them or—ideally—duplicate the material themselves to disseminate. The former occurs fairly frequently; the latter less often. Check with organizations to see if they are willing to do either. Offer camera-ready copy of Digests to anyone. Your Partners might be a good place to start. Write an article for your newsletter or website offering the service.

Partners

Partners are excellent sources of new contacts. Much of their activity goes along with the second-level dissemination theory. Send each Partner a copy of all your user services products and tell them that they can be announced and/or reproduced in newsletters, on websites, on listservs, mailed to constituents, and used at conferences and workshops.

Standing Order Customers

Clearinghouses report varying degrees of success with Standing Order Customers (SOCs). Some have regular contact with them and use them as sites for workshops and as a source of second-level dissemination. Others have little or no interaction with their SOCs. Some treat them like any other client—sending them material only when they request it. Some just keep them on their mailing lists.

Relationships with SOCs are a matter of Clearinghouse preference and experience. Because many are librarians and searchers, they are a natural target for a workshop on how to search the database most effectively. It's likely that they belong to a local online user group and may draw searchers who are **not** ERIC users to an ERIC workshop. Others may be in education libraries at universities and may welcome materials to give to their patrons.

A Clearinghouse's relationship with its SOCs may also depend on distance. If your SOCs are in the South and you are in the Midwest, you are less likely to develop a relationship than if they are in surrounding states. It may also depend on your contract and on your promise to do workshops for them!

Workshops

Details about how ERIC workshops are conducted are found elsewhere in this manual. However, it is important to note that they are an important outreach tool. In addition to indepth training workshops and presentations at conferences, some Clearinghouses do regular local workshops for students, teachers, SOCs, and others who are in their geographical area.

Vertical File Index

One Clearinghouse experienced an enormous jump in requests from librarians–particularly school and public—after one of its Digests was announced in the ***Vertical File Index*** (VFI). The editors eventually obtained a complete no-cost list and, in subsequent months, listed many Clearinghouse items in the VFI. Many of the librarians became repeat customers once they received their own copy of the no-cost list. Before announcing publications in the VFI, consider the almost certain rise in question-answering costs attributable to the large number of requests that are bound to come.

ERIC PARTNERS

ERIC Partners are agencies, organizations, or departments that produce and/or disseminate as well as use educational materials. Partners include professional associations, state departments of education, university departments, local and state organizations, instructional materials developers, and a myriad of other groups. In most instances, Partners agree to publicize ERIC through their websites, newsletters, and journals; encourage their constituents to submit materials for possible inclusion in the ERIC database; and distribute ERIC materials at conferences and meetings. In return, Clearinghouses provide them with material for distribution as well as columns for their publications. Partner agreements vary among Clearinghouses. Some of the benefits offered to Partners are free searches, copies of all user services products, free major publications, discounts on publications, advisory board membership, and extended reference service and VIP treatment.

Each Clearinghouse handles its Partners differently, reflecting the different ideas about what a Partner should be. Numbers of Partners per Clearinghouse range from about 5 to more than 100. The responsibility for Partners within each Clearinghouse varies.

Because many User Services Coordinators deal with Partners on a regular basis, the subject will be dealt with in this manual.

Partners may provide space at conferences at reduced or no cost, may distribute materials even if the Clearinghouse is not represented, and may put the Clearinghouse on the conference agenda. Some Partners include ERIC materials in conference packets. (Note: when publication or no-cost lists are sent to conferences, you may want to code them so you can tabulate returns.)

Other activities done with or for Partners include sending them copies of all user services products on a regular basis. At least one Clearinghouse does two mailings per year, sending all products developed since the last mailing. Several Partners have announced the availability of ERIC materials in their own newsletters and on their websites with the result that many individuals are learning about ERIC for the first time.

The USC may also be the one to alert directors to potential Partners, call them for information, refer clients to them, and handle most of the Partner/Clearinghouse interaction.

SKILLS NEEDED FOR USER SERVICES

Whether responding to people who contact the Clearinghouse, representing the Clearinghouse at a conference display, presenting to a group with some common interest, or preparing printed material for wide distribution, an ERIC USC must be prepared to deal with a tremendously diverse clientele. To be effective, a USC must have a thorough knowledge of resources and the ability to apply that knowledge to a wide range of user needs. This chapter will discuss both skill areas in detail.

Knowledge of Resources

An old saw about librarians is that, although they don't know everything, they know where to find it. Although an ERIC User Services Coordinator typically is not a true specialist in his/her Clearinghouse's scope area, he/she must maintain an ever-growing bank of knowledge about the scope as well as the broader field of education, the ERIC system, and the other Clearinghouses. Strategies for collecting information in these areas follow.

Clearinghouse Scope Area

- Surf the World Wide Web.
- Monitor scope-related listservs.
- Know about the activities and interests of your host organization. Read newsletters to learn about key people in the organization.
- Scan RIE and CIJE resumes.
- Attend professional meetings; get reports from other staff who attend.
- Become familiar with organizations in your scope area. Get on their mailing lists and collect information brochures, conference programs, and publication lists for reference and referral.
- Maintain a library of directories and other reference works in your field.

Education in General

- Monitor websites and listservs.
- Communicate with other OERI programs, including Regional Educational Laboratories, National Research and Development Centers, and the National Center for Education Statistics (NCES). Learn about their products and services. Exchange newsletters and other products.
- Review Department of Education reports.
- Read education news sources.
- Read general newspapers and magazines to spot education-related topics of interest to the general public.

The ERIC System and Other ERIC Clearinghouses

- Monitor Clearinghouse websites.
- Subscribe to ERICDIR and QA-Net.
- Attend the annual ERIC Technical Meeting and AskERIC Summit.
- Become familiar with all ACCESS ERIC publications.
- Read and maintain a file of other Clearinghouses' newsletters, publications lists, monographs, Digests, and other publications.
- Master the ***Thesaurus of ERIC Descriptors***.

In addition to specialized knowledge, a USC must know about basic reference works in order to respond to misdirected requests.

Books in Print, American Library Directory, and ***Encyclopedia of Associations*** are a few useful titles.

Retrieving desired information when needed is a difficult challenge for an ERIC User Services Coordinator who must simultaneously assimilate a large body of other information. A good memory and the ability to organize are extremely valuable traits.

Application of Knowledge to User Needs

Meeting the needs of ERIC clients is both a reactive and a proactive pursuit. The User Services Coordinator spends considerable time responding to inquiries that come into the Clearinghouse by telephone, by letter, electronically, or in person; performing online searches; and making presentations to groups that have expressed a particular ERIC interest. The USC must also be able to anticipate the interests and needs of users and to suggest or develop future products and services accordingly. As a result of repeated inquiries about job search methods and locating job information, one Clearinghouse developed a series of ERIC Digests to send to requesters.

Responding to Inquiries

Good communication skills are at the heart of all successful encounters between the User Services Coordinator and his/her clients. The USC must learn exactly what information is needed and must convey that information appropriately. As any reference librarian knows, people often ask for something other than what they need. The diversity of ERIC clientele amplifies this problem for the USC. Following are suggestions for "deciphering" inquiries and communicating effectively.

1. **Put the request in context**. Try to find out who your clients are (student, journalist, professor, etc.), where they are calling from (local or long distance, U.S. or foreign), why they happened to call the Clearinghouse (work nearby, saw name in a directory, referred by ACCESS ERIC, etc.), what they know about ERIC (use it all the time, never heard of it), and what they are expecting you to provide. This profile may help you identify clients and enable you to give them the right amount of information.

2. **Discover the true question**. After listening to your client's question, repeat it in your own words. Ask what is meant by the terms they've chosen. Start a dialog that will produce specifics about the client's information need.

3. **Assess your ability to help**. Ask yourself whether your clients will be satisfied with the bibliographic information found in the database, whether they will be able to use ERIC tools near their home or office, and whether they understand enough about ERIC and their subject to do an effective search. Consider the possibility that another ERIC Clearinghouse, a professional organization, or the public library might better meet the client's needs.

4. **Respond**. If you are lucky, you will be able to answer the client's question outright. However, you may need to give them more information about ERIC, refer them to another Clearinghouse, or refer them to a non-ERIC resource. If they are being referred within the ERIC system, tell them what to expect: using the database is only a step in obtaining information; another Clearinghouse may or may not have a publication on the topic; the library may or may not allow the public to use ERIC on

CD-ROM, etc. If they are being referred outside the system, explain why, giving enough information about ERIC so that they understand your inability to answer their question. Do what you can to counteract the confusion and frustration that often occur when a user searches for information.

Online Searching

Online searching for a client begins with some type of reference interview. This interview is best done in person or on the phone, but the necessary information can be obtained with a well-designed form. All of the skills needed to approach any information request are required in the pre-search interview, although the User Services Coordinator will need to ask specific questions to help translate the user's query into a search strategy. These might include:

- What is meant by each subject-related term?
- What document types are wanted?
- Are both documents and journal articles desirable?
- How many years' data are of interest?
- Do any education level restrictions apply?
- How much data are expected? How much retrieval is desirable?
- Should the search be comprehensive (high recall) or selective (high precision)?
- Can a relevant document or article be named?
- Are there any authors, journal titles, or institutions that are of particular interest?

Besides knowing the database well, the searcher must be very familiar with the ***Thesaurus of ERIC Descriptors,*** the ***Identifier Authority List,*** and ERIC indexing practices. Finally, it is important to be fluent in search command language, to be able to apply Boolean logic, and to know strategies for limiting and expanding a search once it has begun. These skills can be obtained through training, experience, and the help of colleagues.

Presentations and Workshops

Most of the techniques for good communication with individuals apply to group work as well. Although you cannot expect to establish a dialog with a group, you have the advantage of being able to prepare ahead of time. Develop an audience profile, asking yourself what are their job and educational experiences, how much knowledge about ERIC do they have, what purpose can ERIC serve for them, what Clearinghouses or other system components will be of special interest, what resources will be available to them where they live or work, and so forth.

For any setting or audience, an effective presentation is achieved through excellent preparation and delivery. Following are some basic suggestions for a successful presentation:

- **Content.** Be well organized; give the audience enough information to stimulate them, but not so much as to overwhelm them; avoid jargon and define all acronyms; have a clear outline and defined objectives; address the interests of the audience and avoid extraneous material.

- **Delivery.** Rehearse; speak clearly, slowly, and naturally; project to the back of the room; maintain a comfortable appearance; face the audience and make eye contact; stand or sit with good posture; use humor and gestures naturally; follow an outline, not a script; allow time for questions and summary.

- **Visuals and handouts.** Use transparencies that are clear, uncluttered, and have large enough type to be seen easily at the back of the room; use visuals to illustrate a point or for reference, and turn them off when attention should be back on you; have all transparencies in order and ready to use; have enough copies of handouts and prepare packets if necessary. It can be distracting to hand out materials during a presentation. It is better to have packets with essential materials (***All About ERIC***, no-cost and publication lists, Clearinghouse brochure) and have others (Digests, ***Pocket Guide***, ***Getting Online***) available for those who want them.

Anticipation of User Needs

By staying alert to trends in the field and in users' interests, the User Services Coordinator will be able to develop bibliographies and other products, write newsletter articles and journal columns, contribute to the development of other Clearinghouse publications, and build his/her reference and referral file. To this end, the USC should:

- Stay abreast of popular or new topics in the professional literature.
- Study the conference programs of professional associations.
- Track Clearinghouse product requests.
- Keep a record of user inquiries.

Summary of Valuable Traits for an ERIC User Services Coordinator

Alertness. Ability to notice trends in the field and trends in users' interests; ability to synthesize this information.

Resourcefulness. Ability to tap knowledge of products, services, and organizations that might be helpful to a user and make a suggestion "on the spot."

Patience. Ability to explain the ERIC system repeatedly; ability to respond to people who want instant information and don't appreciate the complexity of the system; ability to deal with many misdirected requests, especially when they result from an entry in a published directory.

Flexibility. Ability to adjust your approach to an individual or group according to their knowledge, experience, and sophistication; ability to communicate with people of all educational levels.

Discretion. Ability to judge users' needs and supply the optimal amount of information; ability to judge when ERIC is not the best resource for a particular client; ability to set limits for users who would like you to do their research for them.

A User Services Coordinator needs basic reference skills. These include the ability to find out **exactly** what the client is looking for, knowledge about other sources of information, the ability to search other sources of information, good interpersonal skills, and good communication and web search skills.

STAFF DEVELOPMENT

System training for User Services Coordinators occurs most frequently at Clearinghouses, at the AskERIC Summit, and at ERIC technical meetings, where sessions on user services are offered. Other training is essential. Clearinghouses vary in their approach to training for new User Services Coordinators, but areas should include searching and reference skills.

Searching

Searching. If the Clearinghouse subscribes to an online vendor, it is **vital** that USCs get training in the intricacies of the system. This training is usually free to database producers (us) and the time involved is a good investment. If there is a charge, it's still worth it. System training generally lasts for a day or a day and a half. In addition, refreshers, updates, and subject-related seminars are offered frequently, usually last one-half day, and should be attended regularly by all searchers on staff. Clearinghouse searchers should also be familiar with the various CD-ROM versions of ERIC and be comfortable searching via the World Wide Web.

ERIC. Training specific to the ERIC database is essential. It is helpful for new USCs to attend an ERIC search workshop given by experienced ERIC staff. Many of us learned through trial and error—and help from other USCs. Pairings of new and old USCs should be encouraged. Many Clearinghouses are near other Clearinghouses, and staff could get together for inservice training.

Strategy development. The skills needed for developing a good search strategy are much the same as those of a good reference librarian. The searcher must interview the client to be sure that he/she knows **exactly** what it is the client is looking for. Then he/she must be able to structure the strategy logically to retrieve the needed information. Some of this skill comes with a complete understanding of searching. Some of it comes with experience. Some is found in the chapter, "Skills Needed for User Services." An explanation of searching, Boolean logic, and Venn diagrams is given with the standard vendor training. Some material on search strategy development is presented at ERIC technical meeting sessions.

Subject Area

Some User Services Coordinators have expertise in the scope of their Clearinghouse, as well as a background in information science or communications. Others do not. It is up to Clearinghouse management to determine which kind of USC is desired and, if they choose a relatively inexperienced person, how much training that person should have. Some USCs have library backgrounds and are able to perform their jobs very well without the subject background. Subject knowledge—not, however, expertise—comes with experience and exposure.

Reference

The reference skills needed by a USC can be learned in library school, through workshops, and through experience. Some Clearinghouses are awash with library degrees, and **everybody** knows the answers. In others, subject specialists abound and respond to all user requests. A good USC will develop the needed skills in time. New USCs, particularly those without reference/library training, would do well to cultivate a strong working relationship with an experienced USC—ideally one who is close by. ERIC USCs are friendly and most would be **delighted** to tell you how they created a model user services program!

Technology

Many USCs are involved in various technology-related aspects of the Clearinghouse. They may maintain the Clearinghouse web page, manage listservs, or act as the computer guru at their Clearinghouse. Often training is available through colleges and universities, computer stores, and other technology-related agencies. Take advantage of this training to keep abreast new technologies.

HOW TO CONDUCT AN ERIC WORKSHOP FOR SEARCHERS/LIBRARIANS

Those who search ERIC—or any other database—on a regular basis need training in its peculiarities. USCs can be expected to get requests for workshops from Standing Order Customers, Partners, librarians, professional associations, and other searchers. The details of who might pay for what depend on a lot of things. Some Clearinghouses contract to do workshops; some offer them on a cost-recovery basis; some charge attendees and recover all costs. What you do will depend on your policy and your contract.

Use overheads—ACCESS ERIC and AskERIC have masters (found in Appendix G) that are available for the asking—or for a small fee. In addition, ERIC/IT has produced a short videotape. Many Clearinghouses have developed PowerPoint or other electronic presentations that are effective. Use them. It breaks up the presentation and prevents attendees from falling asleep at the sound of your voice. Encourage attendees to participate; involve them as much as possible in the activities of the day.

Distribute the printed material about ERIC in the order that you intend to talk about it. The front matter from the ***Thesaurus*** is an excellent guide; encourage workshop participants to follow along, indicating that it isn't necessary to take extensive notes as most of the information is in the handouts, which they can annotate. The advantage of this is that the participants will have familiar reference materials when they return to their libraries. It's much better if they can listen, rather than write. Also, have them ask questions at any time during the presentation. Although you may cover the material later, it's helpful to all if questions are asked at the appropriate time. Obviously, there are exceptions, for example, questions about a specific search problem while you are talking about OERI. Use your judgment.

Following are some guidelines for conducting an in-depth ERIC workshop. A detailed outline and other materials can be found in Appendix D.

Introduction to ERIC

Do not assume that your audience knows ERIC. Although they may claim to be familiar with it, this familiarity may be limited to a search while they were in college. They may have little or no knowledge of its organization or how ERIC has evolved through the years.

Start with the ***Pocket Guide, All About ERIC***, and the list of components. "ERIC is a national educational network that is funded by the U.S. Department of Education, Office of Educational Research and Improvement and is part of the newly established National Library of Education . . ." and continue with the description of the 16 Clearinghouses, adjunct Clearinghouses, and support components.

Follow with a discussion of the purpose of ERIC—database building, publication development, and user services and dissemination. Include information about identifying, soliciting, collecting, screening, abstracting, indexing, etc. Do not go into too much detail here–save it for later when discussing these topics individually.

Types of Materials

ERIC is a database of what we call "fugitive" materials, that is, those materials that are not commercially available. This concept is hard for many to deal with. Use examples of documents that your audience will recognize—curricula developed by a school district, research reports of universities and R&D centers, federally funded research reports, and program descriptions. Point out that it also includes conference proceedings, opinion papers, tests, survey instruments, and journal articles.

Explain what you will not find in ERIC—many dissertations (duplication of Dissertation Abstracts) or mediated materials. ERIC is a document delivery database and most of the documents are available on microfiche as well as paper copy. You cannot put a microcomputer program or a slide/tape presentation on microfiche. There is information **about** audiovisuals in the database, but not the materials themselves. If the script of a slide presentation or whatever can stand alone, it could be included with a note about the slides that go with it.

Because they go out of date so fast, directories are not often included in the database. Public libraries are the best source of up-to-date directories. As mentioned earlier ERIC is not a good source of statistics. The National Center on Education Statistics (NCES), another component of the U.S. Department of Education, is a good place to go for statistics.

When you're explaining to participants what ERIC doesn't have, be sure to help them think about where they can get it. Ask participants where they go for non-ERIC items and what kind of information their library has that isn't in ERIC, i.e., statistics, dissertations, directories.

Selection

To be included in the ERIC database, materials must meet certain selection criteria. Folks want to know how things are selected and what criteria are used—content, contribution to knowledge, significance, relevance, innovativeness, adaptability, relation to current priorities, authority of source, and reproducibility. Sometimes materials will be rejected because the document cannot be reproduced on microfiche. An author might be asked to submit a better copy, i.e., black ink on white paper. Encourage people to save their fancy colored copies and send to ERIC what they would send to their printer!

Publications

Describe ERIC's publications. The "major" publications include trends and issues papers and information analysis and are often written by experts in the field **outside** the Clearinghouses. Other publications include the ERIC system informational brochures—***Pocket Guide, Getting Online,*** and ***All About ERIC***, various directories developed by ACCESS ERIC, Digests, newsletters, bibliographies, Clearinghouse brochures, and so on. Have copies to hand out and/or display.

User Services

User Services involves a variety of activities—everything from sending products in response to requests to conducting computer searches to orienting visitors to conducting workshops. Stress the fact that people can call **any** ERIC component for information. If the Clearinghouse/support component doesn't have the answer, the customer will be referred to another source. Questions are answered with products, referrals, searches, and information. In addition, people can get assistance with search strategies from most Clearinghouses.

ERIC is represented at many professional conferences and meetings. Presentations are made and booths are staffed.

Why Use ERIC?

ERIC is the world's largest, most comprehensive general education database—the best source around. ERIC microfiche and other materials are available at over 3,000 locations around the world, with over 900 of them designated as ERIC Resource Collections. In addition to being available for purchase from the ERIC Document Reproduction Service (EDRS), the complete ERIC collection on microfiche is available at many university and state libraries and resource centers. Many of these organizations offer microfiche and/or paper copy reproduction at a nominal cost. Journal articles are available in many of those same libraries and reprints can be obtained from article reprint services.

ERIC System Organization

Printed Indexes

The ERIC database consists of two parts—document literature (EDs) and journal literature (EJs). Two monthly abstract journals are the print indexes to the ERIC database. ***Resources in Education*** (RIE) contains the abstracts of the document literature and ***Current Index to Journals in Education*** (CIJE) contains journal article annotations. The information in these journals is exactly the same as that found in the online and CD-ROM databases.

ERIC Online, on CD-ROM, and the World Wide Web

ERIC is available online from several database vendors, on CD-ROM, and on the World Wide Web. Be sure to have information about accessing the databases in all formats.

Retrieval

To enable people to retrieve the materials that are in the ERIC database, all entries are indexed by subject as well as by author, title, institution, and publication type. There are many ways one can get to a document, but the most frequent means is by descriptor. For this part of the workshop, use the front matter of the ***Thesaurus***. It allows participants to follow along and eliminates the necessity for extensive note taking. It's all there! Discuss how documents are indexed—level of specificity, major vs. minor, descriptors vs. identifiers.

If the workshop is long enough, an indexing session may be in order. Know your audience and determine if they would find this valuable. It's really easy. Pull a few document and journal abstracts, get a bunch of thesauri, and have them assign descriptors! Again, use your own judgment about planning this activity. This activity assumes that you are familiar enough with ERIC indexing to be able to conduct the exercise and answer the questions that are bound to arise. If you are not, better not try it!

Searching ERIC

It's very easy to tell someone how to develop a search strategy; it's another to have them understand and be able to practice it. Simply stated, to develop a strategy, identify the concepts involved in the topic and translate those concepts into ERIC descriptors, identifiers, or full-text terms. Explain how you limit results—ED vs. EJ, major vs. minor, by year, by pub type. Have them practice. If they can't think of topics be sure you have several they can work on. Talk about age/grade levelers and why they would **not** usually be majored, about pub types, and about using **all** relevant descriptors.

Whether to do a manual, online, WWW, or CD-ROM search depends on several factors. For a comprehensive search of the entire database or one involving many concepts, an online search is best. If you are looking for the latest information on a single, fairly specific subject, a manual search might be appropriate. CD-ROM is good for fast, short searches, and author or title searches. Internet searches are easily available to all who have WWW access.

If at all possible, have computers set up so that there is time for practice. The more opportunities for practice, the better. Ask participants for search topics that have caused them difficulty and have some at your fingertips that point out idiosyncracies, i.e., descriptors that include Boolean operators, leveling terms, majoring.

Again, be sure that participants know that they can call **any** Clearinghouse or component for assistance. Also, stay out of office politics. Example: a workshop was being sponsored by a university college of education and planned by the library. It took the workshop leader a very short time to see the tension between the two. After lunch—at which the two principals fought over the leader's check—the librarian asked the leader to tell the group that they could **not** call an ERIC Clearinghouse (the fact that they could had been mentioned in the morning session), but to talk to a librarian who would determine if a Clearinghouse should be called and would make the call if necessary. The leader said she was sorry that there were problems between the two, but, in fact, anyone **could** call a Clearinghouse, and she was not about to get involved in their feud.

There are a lot of judgment calls in conducting an ERIC workshop just as there are in all aspects of running a user services program. A good USC will be able to tell how much, how long, how funny, how serious, how detailed. He/she will know when to take a break, when to ask for questions, when to get everyone involved. Everyone has wonderful and horrible stories about doing workshops. In addition to the feud mentioned above, USCs have had superiors chastise subordinates in front of them; have done workshops where no one talked to them outside the meeting room; have had equipment failures; have traveled across the country to have only three people show up; and have arrived at a workshop site, been shown a room, and left to their own devices. On the other hand, there have been many lovely people who have been delighted with the workshops. Workshops can be rewarding, fun, frustrating, and just plain awful. A USC needs to make the best of each situation.

CONCLUSION

Each ERIC Clearinghouse has its own scope area and its own set of constituents. How their information needs are met will depend upon many things. ERIC User Services Coordinators must know about ERIC, about searching, about the subject of their Clearinghouse, and about other sources of information that their clients need.

Each ERIC Clearinghouse has a host organization. User Services Coordinators must be aware of the policies of their organizations and how they apply to Clearinghouse operations.

The ERIC system has USCs who have been with ERIC for many years; it has others who are relatively new. It behooves all of them to keep in touch and learn from each other how to serve ERIC clients most effectively and efficiently.

GLOSSARY

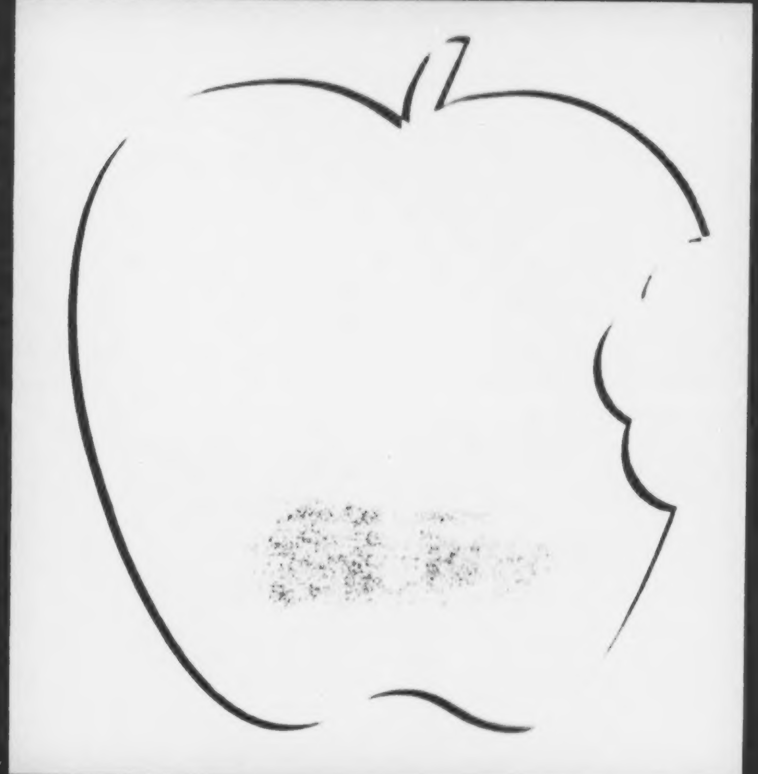
AAA	Automatic Acquisitions Agreement
CIJE	Current Index to Journals in Education
COTR	Contracting Officer's Technical representative
EDRS	ERIC Document Reproduction Service
ERC	ERIC Resource Collections
ERIC	Educational Resources Information Center
EROD	Educational Resource Organizations Database
FAQ	Frequently-Asked Questions
GPO	Government Printing Office
NCES	National Center on Education Statistics
NLE	National Library of Education
OERI	Office of Educational Research and Improvement
RIE	Resources in Education
SOC	Standing Order Customer
URL	Universal Resource Locator
USC	User Services Coordinator

Appendix A
ERIC System Publications

Announcing...
Electronic Delivery of ERIC Docu

Summarizing the Recent Accomplishments of

ERIC ANNUAL REPORT 1997



the Educational Resources Information Center

ERIC®

Educational Resources Information Center • National Library of Education
Office of Educational Research and Improvement • U.S. Department of Education

ERIC MISSION, AUDIENCE, GOALS

Mission

The mission of the ERIC system is to improve American education by increasing and facilitating the use of educational research and information on practice in the activities of learning, teaching, educational decision making, and research, wherever and whenever these activities take place.

Audience

The ERIC audience includes teachers and professors; school and college administrators, counselors, media staff, and support personnel; educational researchers; educational policymakers at every level; students and nonformal learners at every age and level, including adult learners; parents; health and social services personnel and caregivers who support families, parents, students, and children; and the media and the business community, as they relate to education.

Goals for ERIC by the year 2000:

- Easy, affordable access to ERIC resources from every school, library, household, and point of educational decision making;
- Expansion of ERIC's database and services to make useful information available to all categories of users;
- Expansion of the ERIC information-synthesizing function to include a greater variety of publications and to utilize a greater variety of dissemination methods;
- Delivery of documents in full-text electronic format, as well as in microfiche and paper forms; and
- Further development of ERIC access on the Internet, including the development of virtual libraries and World Wide Web (WWW) sites.

Educational Resources Information Center
Keith Stubbs
Director

National Library of Education
Blane Dessy
Executive Director

Office of Educational Research and Improvement
Ricky T. Takai
Acting Assistant Secretary

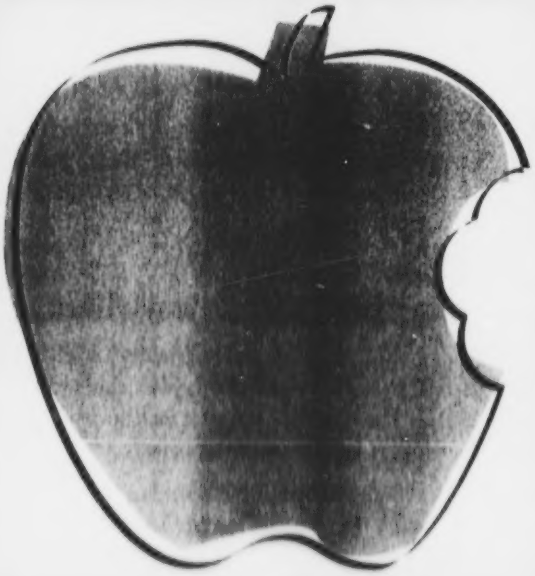
U.S. Department of Education
Richard W. Riley
Secretary

The *ERIC Annual Report 1997* was prepared by Lynn Smarte
and the ACCESS ERIC staff.
Thanks to DynEDRS, Inc., for supporting the printing of this report.

Fall 1997

Summarizing the Recent Accomplishments of

ERIC ANNUAL REPORT 1997



the Educational Resources Information Center

Educational Resources Information Center • National Library of Education
Office of Educational Research and Improvement • U.S. Department of Education

1996–97 ERIC Highlights

ERIC offers rich education resources.

- The ERIC database now contains more than 920,000 records of education documents and journal articles, including abstracts of more than 6,000 published books.
- More than 900 journals are indexed in the ERIC database, some cover-to-cover and others on a more selective basis.
- ERIC ensures the timely addition of high-quality materials through acquisition arrangements with 2,100 universities, research centers, professional organizations, and federal and state agencies.
- Each year, ERIC Clearinghouses produce more than 250 high-quality publications that address such important topics as year-round schools, second-language learning, and school-to-work transition.

ERIC is accessible from virtually anywhere in the world.

- Four private online database vendors and five CD-ROM vendors offer the ERIC database. The ERIC database is also accessible on the Internet at several university library online public access catalogs and several ERIC Web sites *(http://www.aspensys.com/eric/searchdb.html)*.
- More than 1,000 institutions in 27 countries provide access to the ERIC database, ERIC documents on microfiche, and other ERIC resources.
- The ERIC system maintains a network of award-winning Internet sites (including AskERIC, an electronic question-answering service and virtual library begun in 1992), all linked through one systemwide site *(http://www.aspensys.com/eric)*.
- The ERIC Document Reproduction Service now provides on-demand electronic delivery of many ERIC documents *(http://edrs.com)*.

ERIC is responsive to customers.

- ERIC staff answered more than 60,000 toll-free calls, 38,000 letters, and 55,000 e-mail questions in 1996.
- More than 500,000 individuals use ERIC's continually updated Internet sites each week.
- ERIC fosters communication on such topics as parenting, early childhood education, independent schools, and school library and media services through 26 listservs, which are hosted by 7 ERIC Clearinghouses and have a total subscriber base of 19,730.
- ERIC Clearinghouses and support components distributed more than 1.4 million copies of their publications in 1996.

ERIC cooperates with other organizations to reduce duplication of efforts and ensure cost-effective service.

- Four hundred partner organizations promote ERIC, disseminate ERIC information through their newsletters and journal articles, help build the database, and undertake joint projects. In return, these partner organizations receive expedited handling of information requests, advance notification and discounts on publications, and technical assistance and support.
- ERIC looks to the private sector to provide database access, document and article delivery, and publishing services. Such relationships enable ERIC to provide enhanced products and services at no additional cost to the government or to taxpayers.
- More than 500,000 copies of ERIC-produced publications were distributed by other organizations in 1996.

A Brief Overview of ERIC

The Educational Resources Information Center (ERIC) system encompasses the world's largest and most frequently used education database as well as a network of 16 subject-specific clearinghouses, several adjunct clearinghouses, and 3 supporting service components. ERIC is sponsored by the U.S. Department of Education, Office of Educational Research and Improvement, and is administered by the National Library of Education.

ERIC has been an important component of the national education dissemination system for 30 years, ensuring that education information reaches those who need it, including teachers, administrators, and parents.

The ERIC Database

The ERIC database is the world's largest education database. Created in 1966 to capture and make available the "fugitive" education research, the database now includes nearly 1 million records. The ERIC database consists of two files: *Resources in Education (RIE)*, which covers research reports, curriculum guides, conference papers, program descriptions, books, and other documents; and *Current Index to Journals in Education (CIJE)*, which covers articles from more than 900 education-related journals. Overall, the ERIC database through 1996 contained 391,305 document records and 528,867 journal article records, a total of 920,172 bibliographic records. Each year, ERIC adds approximately 13,000 document records and 20,000 article records to the database. ERIC now has acquisition arrangements with more than 2,100 organizations that submit documents for the database.

The database is available in print, online (Internet, commercial services, and locally mounted systems), and on CD-ROM. There are now four online and five CD-ROM vendors who offer access to the entire ERIC database or certain portions of it. A number of organizations purchase the ERIC database, including many universities that offer the database on their online public access catalogs. In addition, many of these organizations grant public access to the database on their systems via the Internet. More than 1,000 institutions around the world provide access to the database and the microfiche collection of ERIC documents.

User Services

ERIC is committed to providing easy access to resources to anyone who is interested in education. ERIC staff receive and answer requests via toll-free phone calls, fax, mail, e-mail, and in-person visits to clearinghouses and ERIC exhibits at conferences (see chart on page 5).

The ERIC system responds to user requests by providing answers to queries; sending materials such as ERIC Digests, newsletters, and bibliographies; searching the ERIC database or the reference and referral databases produced by ACCESS ERIC; and providing referrals to other education-related organizations.

How Users Contacted ERIC Components	1992	1993	1994	1995	1996
Letters	56%	46%	37%	12%	3%
Phone	33%	28%	18%	8%	4%
Electronic	4%	19%	41%	78%	93%
Visits	7%	7%	4%	2%	<1%

ERIC Clearinghouses keep records on the types of users who contact them for information. The chart below shows the percentages of several types of users; however, it is important to note that these statistics are based primarily on people who call, write, or visit. It is difficult to capture data on the thousands of users who send e-mail requests, visit ERIC exhibits at conferences, search the ERIC database, or obtain ERIC information on the Internet, so many of these users are categorized as "General Public."

Types of Users Who Contacted ERIC Clearinghouses in 1996	
General Public	26%
Postsecondary Faculty and Students	25%
Elementary/Secondary Faculty and Students	25%
Other Professionals	7%
Government Agency Staff	7%
Librarians	6%
Parents	4%
Journalists	<1%

Since 1992 the award-winning AskERIC electronic question-answering service *(askeric@askeric.org)* has responded to nearly 100,000 questions about the practice of education. A team of AskERIC information specialists at the ERIC Clearinghouse on Information & Technology respond to e-mail requests within 48 hours by providing users with ERIC database searches, ERIC Digests, and Internet resources. Questions that require subject expertise are forwarded to information specialists at the ERIC Clearinghouses who respond directly to the customers. The personalized service allows the AskERIC staff to interact with the user and to provide relevant education resources tailored to the user's needs.

Publications and Products

The ERIC Clearinghouses analyze and synthesize literature in their areas of expertise and create research reviews, bibliographies, state-of-the-art studies, interpretive studies of high-interest topics, digests, and other publications that meet the information needs of the wide spectrum of ERIC users. Each year, the clearinghouses produce approximately 250 publications. These publications are noteworthy for the collaborative ways in which they are produced, the extensive networks through which they are distributed, and the notice they receive from the field. Many publications are the result

The ERIC Clearinghouses' 1996 Bestsellers

Adult, Career, and Vocational Education: *Tech Prep Q & A: Information for Program Development*

Assessment and Evaluation: *Legal Issues in Testing*, *Measures for Adult Literacy Programs*, and *Understanding Achievement Tests*

Clinical Schools: *Professional Development Schools: A Directory of Projects in the United States*. Second Edition

Community Colleges: *The American Community College*

Counseling and Student Services: *Career Transitions in Turbulent Times*

Disabilities and Gifted Education: *Language Minority Students with Disabilities*

Educational Management: *School Leadership: Handbook for Excellence*

Elementary and Early Childhood Education: *Reflections on the Reggio Emilia Approach* and *The Project Approach Catalog*

ESL Literacy Education: *Approaches to Adult ESL Literacy Instruction*

Higher Education: *Tenure, Promotion, and Reappointment: Legal and Administrative Implications* and *Redesigning Higher Education: Producing Dramatic Gains in Student Learning*

Information & Technology: *Helping with Homework: A Parent's Guide to Information Problem Solving* and *The Bread & Butter of the Internet: A Primer and Presentation Packet for Educators*

International Civic Education: *Resources on Civic Education for Democracy: International Perspectives*. Yearbook No. 1

Languages and Linguistics: *Cooperative Learning: A Response to Linguistic and Cultural Diversity* and *ESL Through Content Area Instruction*

Law-Related Education: *Resources on Law-Related Education. Documents and Journal Articles in ERIC*. Yearbook No. 3

Reading, English, and Communication: *Boost Family Involvement—How To Make Your Program Succeed Under the New Title I Guidelines*

Rural Education and Small Schools: *Just Beyond the Classroom: Community Adventures for Interdisciplinary Learning*

Science, Mathematics, and Environmental Education: *Rethinking Portfolio Assessment: Documenting the Intellectual Work of Learners in Science and Mathematics*

Social Studies/Social Science Education: *Constitutional Rights of Juveniles and Students: Lessons on Sixteen Supreme Court Cases*

Teaching and Teacher Education: *The Case of Columbus, New Mexico: Educational Life on the Border* and *The Case of Deming, New Mexico International Public Education* (video cases with print guides)

Urban Education: *Taking Stock: The Movement to Create Mini Schools, Schools-Within-Schools and Separate Small Schools*

U.S.-Japan Studies: *Teaching About Japan: Lessons and Resources*

SCHOOL LEADERSHIP
Just Beyond the Classroom
The American Community College

of partnerships between ERIC Clearinghouses and professional associations, private publishers, academic institutions, and other organizations.

The ERIC support components produce systemwide resources including *The ERIC Review*, a free journal that reports critical trends and issues in education and new ERIC developments; a series of Parent Brochures; directories of education-related conferences and information centers; and products that help people use ERIC.

Electronic Communication

The biggest news this year is that the ERIC Document Reproduction Service (EDRS) is now providing ERIC documents on demand in electronic image format *(http://edrs.com/)*. A prototype collection of ERIC document images was available free of charge on the EDRS Web site early in 1997. This was followed by beta testing of a more extensive online delivery system. Customers are now able to purchase electronic copies of documents with copyright clearance from 1993 forward. In the future, all government-funded documents entered into the ERIC database from 1966 will be available (see pages 11–14 for more information).

ERIC is well known for its leadership in electronic communication. The ERIC system maintains a network of award-winning Internet sites, which are all linked through one systemwide site maintained by ACCESS ERIC *(http://www.aspensys.com/eric)*. The Clearinghouse Highlights section of this report (see page 15) gives many examples of new offerings on ERIC Web sites. The fact that ERIC sites are regularly improved and updated has led to dramatic growth in their use, as indicated in the chart.

Growth in Weekly ERIC Web Site Users Since 1993

1993	300 users per week
1994	13,000 users per week
1995	37,000 users per week
1996	300,000 users per week
1997	500,000 users per week

A conference on Families, Technology, and Education, hosted by ERIC and the National Parent Information Network, will be held October 30 through November 1, 1997. The conference will provide opportunities to reflect on the nature of current and emerging technologies (including the impact of the Internet, new telephone technologies, television, and other media) and on the ways they affect family life and the education of children.

The ERIC Clearinghouse on Information & Technology (ERIC/IT), creator of the popular AskERIC electronic question-answering service and virtual library, is working on two new special projects. The Gateway to Educational Materials (GEM) project will create an operational framework to provide "one stop, any stop" access to the thousands of lesson plans, curriculum units, and other educational materials that exist on Web and gopher sites across the Internet *(http://geminfo.org)*. GEM will develop a standard way of describing educational materials and assemble those descriptions in a single union catalog, creating easy access regardless of where these materials are found on the Internet. ERIC/IT is also responsible for the Virtual Reference Desk project, which studies ways of improving how students, educators, and parents receive answers via the Internet and identifies tools (software, documents, etc.) and other resources that will improve the way services such as AskERIC, the MAD Scientist Network, and the Internet Public Library answer user questions.

EDRS and the ERIC Processing and Reference Facility collaborated to develop a CD-ROM collection of ERIC documents for the National Library of Education. The CD-ROM product contains the bibliographic records of approximately 8,600 documents submitted by the National Educational Research and Development (R&D) Centers from 1966 to 1996 and full-text images of 5,300 R&D Center documents from 1980 to 1996.

ERIC is proud to be a catalyst in fostering dialog and information exchange through the creation and administration of electronic discussion groups. Seven clearinghouses and ACCESS ERIC host 26 listservs, which have a total subscriber base of more than 19,730 members.

Partnerships

ERIC has established more than 400 dynamic, mutually beneficial partnerships with institutions and organizations that are involved in collecting and disseminating information to the education community. These institutions include, but are not limited to, associations, government agencies and federally funded programs, universities, research firms, private corporations, and libraries.

Partner organizations have agreed to promote ERIC, disseminate ERIC information through newsletters and journals, enhance the ERIC database through the addition of documents, and encourage such joint projects as workshops and conferences. In turn, these organizations enjoy special benefits from their ERIC partners, such as expedited handling of their information requests, free or discounted ERIC publications, advance notice of materials distributed by the ERIC system, and technical assistance and support. By coordinating efforts with public and private partners, ERIC is able to provide enhanced products and services at no additional cost to the government or to taxpayers.

Major partners include those organizations that provide funding for the Adjunct ERIC Clearinghouses. Adjunct Clearinghouses and their sponsors are:

- **Child Care:** Child Care Bureau, Administration for Children, Youth and Families, U.S. Department of Health and Human Services
- **Clinical Schools:** Ford Foundation
- **Consumer Education:** National Institute for Consumer Education, Eastern Michigan University
- **Entrepreneurship Education:** The Center for Entrepreneurial Leadership, Ewing Marion Kauffman Foundation
- **English as a Second Language (ESL) Literacy Education:** U.S. Department of Education, Office of Educational Research and Improvement
- **International Civic Education:** Center for Civic Education
- **Law-Related Education:** American Bar Association's National Law-Related Education Resource Center
- **Service Learning:** National Service Learning Cooperative Clearinghouse, University of Minnesota
- **Test Collection:** Educational Testing Service
- **U.S.-Japan Studies:** Japan Foundation Center for Global Partnership

ERIC System Directory

Federal Sponsor

The ERIC Program staff manage the ERIC system, coordinate systemwide activities, and establish ERIC system policies.

Educational Resources Information Center (ERIC)

National Library of Education
Office of Educational Research and Improvement
U.S. Department of Education
555 New Jersey Avenue NW
Washington, DC 20208-5721
Phone: (202) 219-2289
E-mail: eric@inet.ed.gov
Web: http://www.ed.gov

Clearinghouses

Each of the 16 ERIC Clearinghouses specializes in a different subject area of education. The clearinghouses acquire significant literature within their particular scope; select the highest quality and most relevant materials; and catalog, index, and abstract these materials for input into the ERIC database. The clearinghouses also provide research summaries, bibliographies, information analysis papers, and many other products and services. The 16 clearinghouses combined present the most comprehensive mosaic of education information in the country.

Adult, Career, and Vocational Education

The Ohio State University
1900 Kenny Road
Columbus, OH 43210-1090
Phone: (614) 292-4353;
(800) 848-4815
E-mail: ericacve@magnus.acs.ohio-state.edu
Web: http://coe.ohio-state.edu/cete/ericacve/index.htm

Assessment and Evaluation

The Catholic University of America
210 O'Boyle Hall
Washington, DC 20064-4035
Phone: (202) 319-5120;
(800) GO4-ERIC
E-mail: eric_ae@cua.edu
Web: http://ericae2.educ.cua.edu

Community Colleges

University of California at Los Angeles
P.O. Box 951521
Los Angeles, CA 90095-1521
Phone: (310) 825-3931;
(800) 832-8256
E-mail: ericcc@ucla.edu
Web: http://www.gseis.ucla.edu/ERIC/eric.html

Counseling and Student Services

School of Education
201 Ferguson Building
University of North Carolina at Greensboro
Greensboro, NC 27412-5001
Phone: (910) 334-4114;
(800) 414-9769
E-mail: ericcas2@dewey.uncg.edu
Web: http://www.uncg.edu/~ericcas2

Disabilities and Gifted Education

The Council for Exceptional Children
1920 Association Drive
Reston, VA 20191-1589
Phone: (703) 264-9474;
(800) 328-0272
TTY: (703) 264-9449
E-mail: ericec@cec.sped.org
Web: http://www.cec.sped.org/ericec.htm

Educational Management

5207 University of Oregon
1787 Agate Street
Eugene, OR 97403-5207
Phone: (541) 346-1684;
(800) 438-8841
E-mail: ppiele@oregon.uoregon.edu
Web: http://darkwing.uoregon.edu/~ericcem

Elementary and Early Childhood Education

University of Illinois at Urbana-Champaign
Children's Research Center
51 Gerty Drive
Champaign, IL 61820-7469
Phone: (217) 333-1386;
(800) 583-4135
E-mail: ericeece@uiuc.edu
Web: http://ericps.crc.uiuc.edu/ericeece.html
National Parent Information Network
Web: http://npin.org

Higher Education

The George Washington University
One Dupont Circle NW, Suite 630
Washington, DC 20036-1183
Phone: (202) 296-2597;
(800) 773-ERIC
E-mail: eriche@eric-he.edu
Web: http://www.gwu.edu/~eriche/

Information & Technology

Syracuse University
4-194 Center for Science and Technology
Syracuse, NY 13244-4100
Phone: (315) 443-3640;
(800) 464-9107
ERIC/IT E-mail: eric@ericir.syr.edu
AskERIC E-mail: askeric@ericir.syr.edu
ERIC/IT Web: http://ericir.syr.edu/ithome
AskERIC Web: http://askeric.org

Languages and Linguistics

Center for Applied Linguistics
1118 22nd Street NW
Washington, DC 20037-1214
Phone: (202) 429-9292;
(800) 276-9834
E-mail: eric@cal.org
Web: http://www.cal.org/ericcll

Reading, English, and Communication

Indiana University
Smith Research Center
2805 East 10th Street, Suite 150
Bloomington, IN 47408-2698
Phone: (812) 855-5847;
(800) 759-4723
E-mail: ericcs@indiana.edu
Web: http://www.indiana.edu/~eric_rec

Rural Education and Small Schools

Appalachia Educational Laboratory
P.O. Box 1348
Charleston, WV 25325-1348
Phone: (304) 347-0400;
(800) 624-9120
TTY: (304) 347-0401
E-mail: lanhamb@ael.org
Web: http://www.aelvira.org/erichp.htm

Science, Mathematics, and Environmental Education

The Ohio State University
1929 Kenny Road
Columbus, OH 43210-1080
Phone: (614) 292-6717;
(800) 276-0462
E-mail: ericse@osu.edu
Web: http://www.ericse.org

Social Studies/Social Science Education

Social Studies Development Center
Indiana University
2805 East 10th Street, Suite 120
Bloomington, IN 47408-2698
Phone: (812) 855-3838;
(800) 266-3815
E-mail: ericso@indiana.edu
Web: http://www.indiana.edu/~ssdc/eric_chess.htm

Teaching and Teacher Education

American Association of Colleges for Teacher Education
One Dupont Circle NW, Suite 610
Washington, DC 20036-1186
Phone: (202) 293-2450;
(800) 822-9229
E-mail: ericsp@inet.ed.gov
Web: http://www.ericsp.org

Urban Education

Teachers College, Columbia University
Main Hall, Room 303, Box 40
New York, NY 10027-6696
Phone: (212) 678-3433;
(800) 601-4868
E-mail: eric-cue@columbia.edu
Web: http://eric-web.tc.columbia.edu

Adjunct Clearinghouses

Adjunct ERIC Clearinghouses are associated with the regular ERIC Clearinghouses but are more narrow in their focus. Each adjunct identifies and acquires significant literature within its focus area. The regular ERIC Clearinghouse with which the adjunct is associated then catalogs, indexes, and abstracts the documents for inclusion in the ERIC database. Like the 16 larger clearinghouses, the adjuncts provide free reference and referral services in their subject areas.

Child Care

National Child Care Information Center
301 Maple Avenue West, Suite 602
Vienna, VA 22180
Phone: (800) 616-2242
E-mail: agoldstein@acf.dhhs.gov
Web: http://ericps.crc.uiuc.edu/nccic/nccichome.html

Clinical Schools

American Association of Colleges for Teacher Education
One Dupont Circle NW, Suite 610
Washington, DC 20036-1186
Phone: (202) 293-2450;
(800) 822-9229
E-mail: iabdalha@inet.ed.gov
Web: http://www.aacte.org/menu2.html

Consumer Education

National Institute for Consumer Education
207 Rackham Building
Eastern Michigan University
Ypsilanti, MI 48197
Phone: (313) 487-2292
E-mail: rosella.bannister@emich.edu
Web: http://www.emich.edu/public/coe/nice

Entrepreneurship Education

The Center for Entrepreneurial Leadership
Ewing Marion Kauffman Foundation
4900 Oak Street
Kansas City, MO 64112-2776
Phone: (301) 206-9549;
(888) 4-CELCEE
E-mail: celcee@ucla.edu
Web: http://www.celcee.edu

ESL Literacy Education

Center for Applied Linguistics
1118 22nd Street NW
Washington, DC 20037-1214
Phone: (202) 429-9292, Ext. 200
E-mail: ncle@cal.org
Web: http://www.cal.org/NCLE

International Civic Education

Social Studies Development Center
Indiana University
2805 East 10th Street, Suite 120
Bloomington, IN 47408-2698
Phone: (812) 855-3838;
(800) 266-3815
E-mail: patrick@indiana.edu

Law-Related Education

Social Studies Development Center
Indiana University
2805 East 10th Street, Suite 120
Bloomington, IN 47408-2698
Phone: (812) 855-3838;
(800) 266-3815
E-mail: ericso@indiana.edu
Web: http://www.indiana.edu/~ssdc/lre.html

Service Learning

University of Minnesota
College of Education and Human Development
1954 Buford Avenue, Room R-460
St. Paul, MN 55108
Phone: (612) 625-6276;
(800) 808-SERV
E-mail: serv@maroon.tc.umn.edu
Web: http://www.nicsl.coled.umn.edu

Test Collection

Educational Testing Service
Princeton, NJ 08541
Phone: (609) 734-5737
E-mail: mhalpern@ets.org
Web: http://www.cua.edu/www/eric_ae/testcol.html

U.S.-Japan Studies

Social Studies Development Center
Indiana University
2805 East 10th Street, Suite 120
Bloomington, IN 47408-2698
Phone: (812) 855-3838;
(800) 266-3815
E-mail: japan@indiana.edu
Web: http://www.indiana.edu/~japan

Support Components

ERIC support components produce, publish, and disseminate systemwide ERIC products and services.

ACCESS ERIC

2277 Research Boulevard, 7A
Rockville, MD 20850
Phone: (301) 519-5789;
(800) LET-ERIC
E-mail: acceric@inet.ed.gov
Web: http://www.aspensys.com/eric

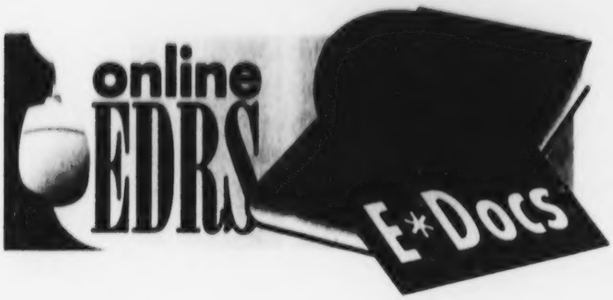
ERIC Document Reproduction Service (EDRS)

7420 Fullerton Road, Suite 110
Springfield, VA 22153-2852
Phone: (703) 440-1400;
(800) 443-ERIC
E-mail: service@edrs.com
Web: http://edrs.com

ERIC Processing and Reference Facility

Computer Sciences Corporation
1100 West Street, Second Floor
Laurel, MD 20707-3598
Phone: (301) 497-4080;
(800) 799-ERIC
E-mail: ericfac@inet.ed.gov
Web: http://ericfac.piccard.csc.com

EDRS Introduces Electronic ERIC Resources



Delivery of documents in electronic format has been one of the greatest challenges to ERIC in recent times. In response to the changes in information technology that have taken place over the past decade, ERIC users have diversified the methods they use to access and acquire information. There is enormous demand from educators, information professionals, researchers, students, and parents for easy electronic access to the latest education literature. The document formats that ERIC has historically provided, microfiche and paper copy, served ERIC users well for 30 years, but they no longer meet all of today's user needs. The ERIC Document Reproduction Service (EDRS) is responding to the challenge with new products and services.

EDRS and the Information Technology Revolution

EDRS has initiated an information technology revolution that will forever change the ways that users obtain documents from ERIC. This revolution began in 1996, when cutting-edge technologies were implemented to digitize, store, and deliver ERIC documents. Concurrently, EDRS developed the necessary infrastructure systems to support its customer service and accounting departments—the internal functions that provide modernized customer ordering, accounting, and billing services. The EDRS World Wide Web site was enhanced to provide Internet users with access to the ERIC database (EDs only) through a user-friendly search engine. For the first time, ERIC users could search the ERIC database online and instantly order materials. To test the delivery capability of the Web site,

SEARCH ERIC
DATABASE &
DOCUMENT
COLLECTION

EDRS gave users the opportunity to download more than 100 ERIC documents free of charge in early 1997 and to register to help beta test the document ordering and delivery service starting in the summer of 1997.

EDRS is now routinely filling orders for users requesting ERIC documents electronically, but improvements will not stop at on-demand document delivery. Next on the agenda for EDRS are the development of online subscriptions for ERIC document collections and the development of specialized collections on CD-ROM.

Credit Card
PO#
$

Online ERIC Document Delivery

It's a reality—EDRS has introduced electronic delivery of ERIC documents. Internet users can now search the ERIC bibliographic database from their desktops; order documents in the same session; and request online delivery of recent, copyright-cleared documents through the EDRS World Wide Web site. Getting information from ERIC has never been easier or more cost effective. All you need is a modem or a similar direct connection to the Internet; Netscape Navigator or Internet Explorer version 3.0 or higher; a credit card or EDRS deposit account; and the EDRS Web site address *(http://edrs.com).*

Document Availability

Approximately 80 percent of ERIC documents from 1993 to the present are available for online ordering and electronic delivery through the EDRS Web site. (For 10 percent of ERIC documents, EDRS has permission to provide microfiche copies only.) In the future, all government-sponsored documents from 1966 to the present will be available electronically.

Image Format

Electronic images of ERIC documents are available in Adobe Portable Document Format (PDF); the EDRS Web site provides links to the Adobe Acrobat Reader. Documents are delivered over the Internet via file transfer protocol (ftp).

Sign Up!

To receive ERIC documents online, access the EDRS Web site and register as directed. If you need help or have a question, our customer service representatives are available to assist you. To reach EDRS Customer Service, call toll free 1-800-443-ERIC or e-mail *service@edrs.com.*

What's New?
NEWS

What's Ahead for EDRS?

Subscriptions

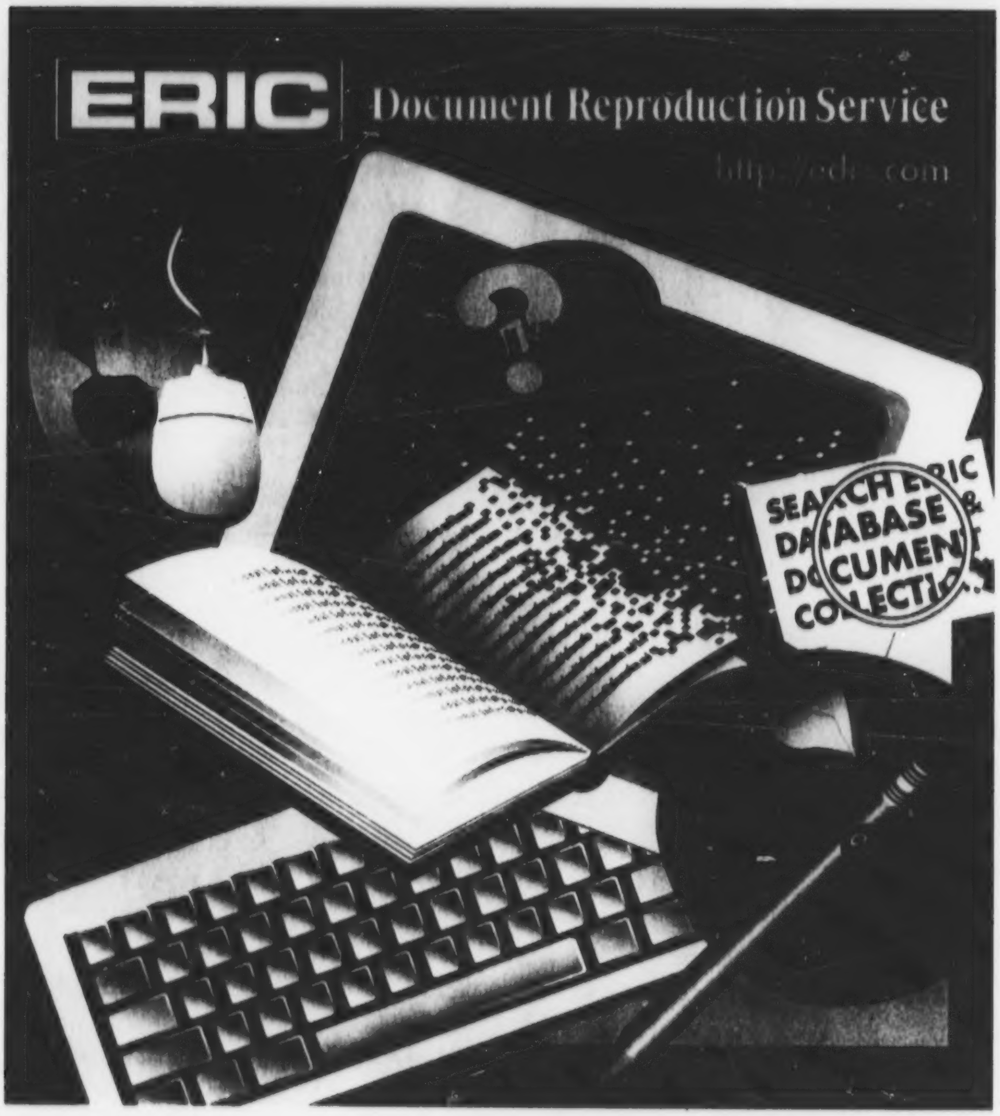
EDRS plans to offer electronic subscriptions of ERIC document collections within the coming year. The types of collections to be offered will meet the needs of a variety of libraries, including those at large research centers, colleges and community colleges, teacher research centers, individual schools, and public libraries. Institutions that use ERIC will find an array of selections available, from the full ERIC document collection and individual clearinghouse collections to highly specialized topical collections. Subscriptions will be available in both online and CD-ROM format; new technologies, such as high-density DVD-ROM, may also be available as they gain prevalence in the marketplace.

Digital Collections

Also slated for future development are stand-alone collections geared toward specialized audiences. EDRS will digitize ERIC documents on a variety of topics and will make them available to the public on CD-ROM. Topics and areas of interest for these specialized collections might include, but will not be limited to, areas such as Spanish language materials in ERIC, integration of the arts into school curricula, school improvement and restructuring, homeschooling resources, and teaching and learning materials for multicultural classrooms.

Continuous Improvements in Products and Services

EDRS is committed to providing ERIC users with the highest quality of ERIC information products and services. As technologies evolve and user needs change, EDRS will adapt its existing equipment, communications links, and other automation and service areas to better serve the public. EDRS is continually seeking new ways to improve its services and new products to satisfy the information needs of ERIC users. However, one thing never changes—a commitment to customer service. The lines of communication are always open, and you can contact EDRS with questions, comments, or suggestions for future improvements.


ERIC
Document Reproduction Service
http://edrs.com
SEARCH ERIC DATABASE & DOCUMENT COLLECTION

Operated by:

DynEDRS, Inc., a subsidiary of DynCorp Information & Engineering Technology

- **Products and Services:**
  ERIC document collections in microfiche (collections in electronic formats are forthcoming)
  On-demand delivery of ERIC documents in paper, microfiche, and digital formats

- **Hours of operation:**
  8 a.m.–6 p.m. Eastern Standard Time to speak to a customer service representative
  Fax-back and voice-back services are available after hours

- **Customer Service:**
  Toll-free number: 1-800-443-ERIC (3742)
  Local number: 703-440-1400
  Fax: 703-440-1408
  E-mail: service@edrs.com
  World Wide Web: http://edrs.com

Clearinghouse Highlights

The 16 ERIC Clearinghouses perform many activities, including building the ERIC database, providing user services, producing and distributing publications, performing system maintenance and improvement, and engaging in special projects. This section of the report highlights selected projects and activities among the clearinghouses in 1996–97.

Adult, Career, and Vocational Education

ERIC® Clearinghouse
Adult Career Vocational Education

- Collaborated with ACCESS ERIC to produce the Spring 1996 *ERIC Review* on School-to-Work Transition *(http://www.aspensys.com/eric/ter/stw/)*.
- Produced 26 free products, including 12 ERIC Digests, 8 Trends and Issues Alerts, 3 Myths and Realities, and 2 bookmarks. Nearly 55,000 copies of no-cost products were distributed by the clearinghouse, and an additional 15,000 copies were distributed by other organizations using camera-ready copy provided by the clearinghouse. The products were also posted on the clearinghouse Web page *(http://coe.ohio-state.edu/cete/ericacve/index.htm)*, and many more individuals accessed them through this medium. Because of the number and types of brief products produced by the clearinghouse, its staff have received a number of very positive comments about its "information-rich" Web page.

Assessment and Evaluation

- Created a smart, interactive system for searching the ERIC database online: the Search ERIC Wizard *(http://ericae2.educ.cua.edu)*. Wizard uses the *ERIC Thesaurus* to help patrons design their searches and allows patrons to save their search strategies.
- Works very closely with the American Educational Research Association (AERA), provides all of the searchable databases for the association's Web page, and serves as a co-Webmaster. AERA provides the clearinghouse with directories. The ERIC Reproduction Release Form was on the inside back cover of the AERA's 1997 annual meeting program.

Community Colleges

Clearinghouse for Community Colleges

- Produced the third edition of *The American Community College*, by Arthur M. Cohen and Florence B. Brawer (San Francisco: Jossey-Bass, 1996). This completely revised and updated version includes new, pertinent data on students, faculty, instruction, and curriculum; a new chapter on research; and a chapter on the future of the community college and its changing function in relation to other institutions of higher learning.
- Hosted a meeting of the National Library of Education's Advisory Task Force at the University of California at Los Angeles in July 1996.
- Substantially revised the clearinghouse Web site *(http://www.gseis.ucla.edu/ERIC/eric.html)* to improve user access to links and to enhance the site's visual presentation. In response to user requests, electronic versions of the quarterly newsletter were made available in the Virtual Library, which also contains electronic versions of clearinghouse publications as well as citations of important monographs in the community college field.

Counseling and Student Services

- Developed six virtual libraries that are located on the clearinghouse Web site *(http://www.uncg.edu/~ericcas2/libhome.htm)*. The Virtual Library of Career Development Resources was developed in collaboration with the National Occupational Information Coordinating Committee and has been received enthusiastically by participants at conferences where it was demonstrated. The other five virtual libraries are: (1) school violence, (2) substance abuse, (3) student achievement and learning, (4) school-to-work transition, and (5) cultural diversity in education.
- Collaborated with the ERIC Clearinghouse on Higher Education to co-host an exhibit and produce a joint publication for the American College Personnel Association/National Association of Student Personnel Administrators convention, which was held in Chicago in March 1997. The publication is called *Strengthening Learning for Students: Student Affairs Collaborations and Partnerships*.

Disabilities and Gifted Education

- Received funding from the Office of Special Education Programs (OSEP) to work with the ERIC Clearinghouse on Elementary and Early Childhood Education and the University of Illinois for the Research Institute on Culturally and Linguistically Appropriate Services (CLAS) in Early Childhood Special Education. Under this 5-year cooperative agreement, the clearinghouse will collect, catalog, and review existing materials as well as disseminate information about these materials and practices. The first year involves designing the database, developing acquisition and evaluation criteria, and training field reviewers.

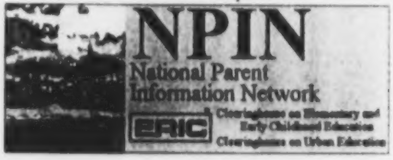
- Created a database of all OSEP-funded projects as part of the ERIC/OSEP Special Project.
- Participated in a diplomatic reception hosted by The Council for Exceptional Children (CEC) for embassy delegates who are involved with education in their native countries. Representatives from Egypt, Israel, Malaysia, The Netherlands, Saudi Arabia, South Africa, Taipei, Turkey, and the U.S. State Department were introduced to the services of CEC, the ERIC Clearinghouse, and the National Clearinghouse for Professions in Special Education.

Educational Management

- Received a Print Media Award from The National Association for Year-Round Education for producing the best publication on year-round education in 1996. The association's board of directors chose *Year-Round Schools*, the Spring 1996 issue of *Research Roundup*, from a list of finalists that included entries from *USA Today*, *Better Homes and Gardens*, and other national media. *Research Roundup* is written by the clearinghouse and published by the National Association of Elementary School Principals for dissemination to its 28,000 members.
- Received an APEX 97 Award for Publication Excellence for the third edition of *School Leadership: Handbook for Excellence*, edited by Stuart C. Smith and Philip K. Piele. APEX awards are sponsored by Communications Concepts, Inc., in Springfield, Virginia, and are based on excellence in graphic design, editorial content, and the ability to achieve overall communications excellence. *School Leadership* examines leadership from four perspectives: the person, the values, the structure, and the skills. The third edition added chapters on ethics, vision, school culture, quality work teams, and shared decision making.
- Enabled Web users to search the clearinghouse's in-process documents file. Listed on the Web site *(http://darkwing.uoregon.edu/~ericcem/cgi-bin/search/search.html)* are all the résumés of documents and articles that have been recently prepared and shipped to the ERIC facility for processing into the ERIC database. The clearinghouse adds new résumés twice monthly and deletes them once they appear in CD-ROMs, which are produced quarterly by NISC, Silver Platter, and other vendors.

Elementary and Early Childhood Education

- Developed plans for the Families, Technology, and Education (FTE) conference, the first conference sponsored by ERIC and the National Parent Information System. The conference will take place in Chicago, Illinois, in fall 1997 and will provide opportunities for parents and those who work with families to reflect on the nature of current and emerging technologies and on the ways they affect family life and the education of children.


NPIN
National Parent
Information Network
ERIC
Clearinghouse on Elementary and Early Childhood Education
Clearinghouse on Urban Education

- Expanded technology-related activities, including adding 500 files to the National Parent Information Network *(http://npin.org)*; managing 8 listservs on topics such as middle schools and the project approach; and responding to 4,810 e-mail requests, many of which were routed to the clearinghouse from the AskERIC service.
- Completed three major publications: *Child Development Knowledge and Teachers of Young Children*, by Lilian Katz; *A to Z: The Early Childhood Educator's Guide to the Internet*, by ERIC/EECE staff; and *The Project Approach Catalog*, edited by Judy Helm.

Higher Education

- Developed a World Wide Web site *(http://www.gwu.edu/~eriche/)* that connects to the ERIC database and includes digests of all ASHE-ERIC Higher Education Reports; 20 bibliographies on major issues in higher education; and information about the ASHE-ERIC Higher Education Reports Series, including current calls for proposal, a description of the series, and a catalog. Newer features include a summary and critical analysis of some of the highest quality and most timely literature input into the ERIC database as well as Fact Sheets, which are data and statistical sheets that provide answers to frequently asked questions received at the clearinghouse.
- Developed a series of bibliographies on critical issues that are updated on a quarterly basis. These bibliographies are sent to higher education conferences, are made available as a resource for seminars and workshops, and are loaded on the clearinghouse Web site for general distribution. Topics include affirmative action, Asian students, collaborative learning, community service learning, and controlling college costs.
- Collaborated with ACCESS ERIC on a forthcoming *ERIC Review* (Fall 1997) on planning for college. This resource for parents, students, and high school counselors contains helpful hints for using college guides, how to determine which college is right, a year-by-year planning guide, and a library of resources.

Information & Technology

ERIC Clearinghouse on Information & Technology

- Celebrated the fifth anniversary of the award-winning AskERIC service *(askeric@ericir.syr.edu)*, which has responded to nearly 100,000 questions about the practice of education since 1992. AskERIC's question-answering service has implemented a new "digital triage" system based on help desk software that allows information specialists to quickly sort more mail and to speedily locate and access resources to respond to more than 1,000 questions per week during peak periods.
- Launched a special project called the Gateway to Educational Materials (GEM) to create an operational framework to provide users with "one stop, any stop" access to the thousands of lesson plans, curriculum units, and other educational materials that exist on Web and gopher sites across the Internet *(http://geminfo.org)*. GEM will create a standard way of describing educational materials and will assemble these descriptions into a single union catalog, creating easy access no matter where these materials reside on the Internet.

- Began the Virtual Reference Desk project to study ways to improve how students, educators and parents receive answers via the Internet and to identify tools (including software, documents, and other resources) that will improve the way services like AskERIC, the MAD Scientist Network, and the Internet Public Library answer user questions.

Languages and Linguistics

- Collaborated with ACCESS ERIC to publish a parent brochure titled *Why, How, and When Should My Child Learn a Second Language?* High interest in this topic and demand for the brochure led to distribution of 20,000 copies in less than 4 months and plans for a second printing.
- Began gathering resources and writing articles for a forthcoming issue of *The ERIC Review* on foreign language education in the United States.
- Published *Profiles in Two-Way Immersion Education* (Christian, Montone, Lindholm, and Carranza; Washington, DC, and McHenry, IL: Center for Applied Linguistics and Delta Systems).

Reading, English, and Communication

- Installed three new power Pentium computers to enable user services personnel to work more efficiently, especially in answering questions posed through ERIC's AskERIC online service.

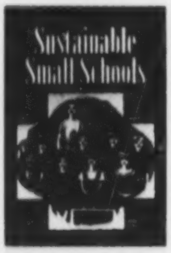
ERIC

Effective Strategies to Enhance Education for All Learners

Clearinghouse on Reading, English, and Communication

- Expanded and improved the clearinghouse Web offerings ***(http://www.indiana.edu/~eric_rec/)***, which include research Digests, distance education materials, and a story magazine for children.
- Published *The Online Classroom: Teaching with the Internet*, a practical guide that shows language arts teachers how to connect their students to the Internet and describes numerous sites and activities that they can use.

Rural Education and Small Schools



- Provided leadership to a special ERIC Operations Framework Task Force. Clearinghouse director Craig Howley led the task force of six ERIC directors through the conception, elaboration, review, and final version of a collaborative "think piece" about ERIC's future, entitled *Rising Expectations: A Framework for ERIC's Future in the National Library of Education* (see the inside back cover for recommendations from this report).
- Reorganized and enhanced the clearinghouse Web site *(http://aelvira.ael.org/erichp.htm)* with many new features, including a searchable database of "Best of the Clearinghouse" resumes and an HTML version of *Pulling Together*, which is a compendium of rural education resources developed by the 10 Regional Educational Laboratories.
- Produced four major publications: *Children of La Frontera*, *Local Schools of Thought*, the *1997 Native Education Directory*, and *Sustainable Small Schools*.

Science, Mathematics, and Environmental Education

- Added an AskERIC specialist to the clearinghouse staff and greatly increased participation in the AskERIC service.
- Produced two major publications: *Rethinking Portfolio Assessment: Assessing Intellectual Growth in Science and Mathematics* and *Proceedings of the Eighteenth Annual Meeting, North American Chapter of the International Group for the Psychology of Mathematics Education*.
- Completed 12 ERIC Digests, including *Multicultural Mathematics and Science*, *Teaching Science in the Field*, and *Starting Early: Environmental Education in the Early Childhood Years*.

Social Studies/Social Science Education

- Continued to work with CIVITAS: An International Civic Education Exchange Program. CIVITAS is coordinated and administered by the Center for Civic Education and is supported in part by the U.S. Department of Education. The CIVITAS program features an educational exchange program between the United States and participating countries of Central and Eastern Europe and Russia in which educators visit the cooperating countries to learn from and help one another improve civic education for democracy. The Adjunct ERIC Clearinghouse for International Civic Education is a CIVITAS program.
- Served the professional community through clearinghouse director Dr. John Patrick's involvement with the National Assessment of Educational Progress (NAEP). Dr. Patrick was a member of the planning committees for the 1994 NAEP United States History Consensus Project and the NAEP Civics Consensus Project. He currently chairs NAEP's Standing Committee on Civics.

Teaching and Teacher Education

- Introduced the clearinghouse Web site (*http://www.ericsp.org*) in February 1996. The site focuses on resources for people interested in becoming teachers; practicing teachers; teacher educators; and those interested in health, physical education, recreation, and dance. Features include Web Picks of the Month, lesson plans, and a section on Teaching with Technology, which will be linked to the 21st Century Teachers Project.
- Developed a set of 11 colorful, laminated bookmarks with Internet addresses, including: "General Education;" "Diversity;" "Professional Development Schools;" "K-12 Teachers;" "Students;" "ERIC System;" "Health Education;" "HIV/AIDS Prevention Education;" and "Physical Education, Sports, and Kinesiology." Electronic versions are on the Web site, where users can directly access the URLs.
- Wrote an article about the ERIC system for *Interactive Teacher* magazine (Vol. 2, No. 1: February 1997), with a sidebar directory of contact information on other ERIC clearinghouses. The article focuses on the value of ERIC to teachers and uses examples from the clearinghouse's products and services.

Urban Education

- Maintains the largest urban education site on the Internet *(http://eric-web.tc.columbia.edu/)*, featuring more than 1,650 items including 53 ERIC Digests, 19 parent guides (including 4 Spanish translations), 6 full-text clearinghouse monographs, and a sub-Web page covering issues related to Historically Black Colleges and Universities.
- Continued an active partnership with the National Clearinghouse for Bilingual Education (NCBE). Prepared two practitioner guides for posting on NCBE's Web site *(http://www.ncbe.gwu.edu/)*: "Content ESL Across the USA: A Training Packet" and "Model Strategies in Bilingual Education: Family Literacy and Parent Involvement."

Clinical Schools

- Was involved in developing national standards for Professional Development Schools (PDSs) through the work of the National Council for the Accreditation of Teacher Education PDS Standards Project.
- Produced a new edition of *Resources on Professional Development Schools,* an annotated bibliography and resource guide.

ESL Literacy Education (NCLE)

- Published the eighth book in its series on ESL literacy education: *Literacy and Language Diversity in the United States,* by Terrence G. Wiley of the University of California at Long Beach.
- Is collaborating with the Office of Educational Research and Improvement—which funds the National Center for the Study of Adult Learning and Literacy (NCSALL)—to develop and publish a research agenda in the field of adult ESL education.
- Continues to moderate an e-mail listserv for the National Institute for Literacy (NIFL). NIFL-ESL now has almost 400 subscribers and is a lively forum for information exchange and discussion.

Support Component Highlights

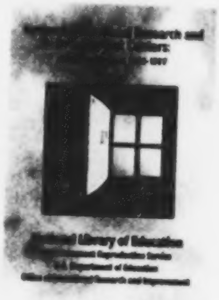
ACCESS ERIC

- Introduced the first phase of an Online ERIC Publications Catalog (*http://www.aspensys.com/eric/catalog/*) on the systemwide ERIC Web site. The catalog enables users to browse, search, and place online orders for print copies of ERIC publications or download information for traditional ordering. Phase 1 of the catalog includes approximately 80 free and low-cost publications produced by ACCESS ERIC and 6 ERIC Clearinghouses. The system automatically sends an e-mail order form to all producing components so orders can be filled.
- Began a special project to maintain a database for the Education Resource Organizations Directory located on the U.S. Department of Education's Web site (*http://www.ed.gov/programs.html#map*). The directory enables Internet users to search nearly 2,000 national, regional, and state organizations including information centers, comprehensive and technical assistance centers, and many other types of programs, services, and organizations. The ERIC Resource Collections and Education-Related Information Centers are searchable online as part of the Education Resource Organizations Directory; this information is also available in print directories from ACCESS ERIC.
- Works closely with the ERIC Clearinghouses to produce *The ERIC Review*, a free journal on current education issues. Recent issues focused on school-to-work transition, inclusion, and information dissemination. The clearinghouses also provide material for a series of Parent Brochures, which included the following titles in 1996: *What Should Parents Know About Full-Day Kindergarten?*; *How to Study for and Take College Tests*; *Why, How, and When Should My Child Learn a Second Language?*; *What Can I Teach My Young Child About the Environment?*; and *How Can I Assess the Development of My Preschooler?* For full text copies, see (*http://www.aspensys.com/eric*).

ERIC Document Reproduction Service (EDRS)

- Made significant strides this year in making full-text ERIC document delivery a reality. EDRS is now providing ERIC documents on demand in electronic image format (http://edrs.com/). The progression from microfiche delivery to full-service electronic delivery began with making a prototype collection of ERIC document images available free of charge on the EDRS Web site in early 1997, beta testing the online delivery system in mid-summer 1997, and planning for electronic purchase and delivery of documents with properly cleared copyrights for fall 1997.

- Unveiled unlimited, no-cost access to the online ERIC database as a service to ERIC users. The ERIC database hosted on the EDRS Web site features ERIC Document (ED) citations from ERIC's inception in 1966 to the present, a user-friendly search template to assist inexperienced users in their searches, and advanced techniques for seasoned searchers. The ERIC database on the EDRS Web site also allows users to order documents online from within the search display screens.
- Developed a CD-ROM collection of ERIC documents for the National Library of Education. The CD-ROM collection contains the bibliographic records of approximately 8,600 documents submitted by the National Educational Research and Development Centers from 1966 to 1996 and full-text images of 5,300 R&D Center documents from 1980 to 1996. EDRS scanned the documents from microfiche to digital images, provided the product search engine, and oversaw CD-ROM production. The ERIC Processing and Reference Facility supported the project by researching and identifying R&D Center documents in the ERIC database, providing EDRS with the latest version of the document résumés, and providing assistance for the product prototype.



ERIC Processing and Reference Facility

- Sold the NISC CD-ROM of the ERIC database to 449 customers during the first year of its availability. This is the least expensive CD-ROM of the ERIC database, and sales exceeded the 300 that had been projected.
- Produced a new brochure that describes the facility's role in acquiring documents for ERIC; editing and processing document records for the database; maintaining and updating indexing vocabularies; answering user inquiries; and preparing and selling various products.
- Conducted a survey of all known journal article reprint services to determine the extent to which each covers the journals indexed in the ERIC database. Results showed that the two services covering the most ERIC-indexed journals are UnCover (which provides articles from 55 percent of the ERIC-indexed journals) and UMI (which provides articles from 40 percent of the ERIC-indexed journals). After this survey, ERIC Ready Reference #17A, which lists all journals currently covered by ERIC, was revised and coded to show which journals are covered by UnCover and UMI. The ERIC Ready Reference Web site address is *(http://ericfac.piccard.csc.com/ready.html)*.

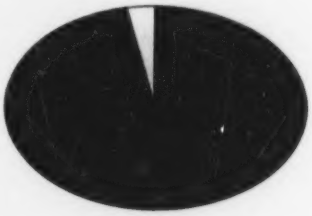
The ERIC Processing and Reference Facility

The ERIC Budget

The ERIC system was reauthorized in 1994 as part of the Educational Research, Development, Dissemination, and Improvement Act.

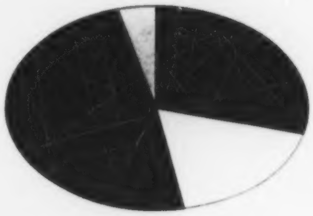
The ERIC budget for Fiscal Year 1997 is $9.2 million. These funds are allocated as follows:

- ■ 80% to the 16 ERIC Clearinghouses
- ■ 17% to the support components (ACCESS ERIC, the ERIC Processing and Reference Facility, and the ERIC Document Reproduction Service)
- 3% for printing ERIC publications by the Government Printing Office, toll-free FTS phone lines, and computer systems



ERIC Clearinghouses use their funds for the following functions:

- ■ Database Development — 29%
  acquiring, selecting, cataloging, abstracting, and indexing documents and articles for the ERIC database
- Clearinghouse Management — 18%
  covering day-to-day operating costs including salaries, supplies, and overhead
- ■ Publications — 16%
  producing ERIC Digests, major publications, bibliographies, newsletters, and journal columns
- ■ User Services — 12%
  responding to e-mail, phone calls, letters, and visitors' requests for information
- ■ System Improvements and Enhancements — 11%
  incorporating into the ERIC system advances in computers, telecommunications, storage and retrieval technology, and information policies and assessing the use and quality of ERIC products and services
- ■ Outreach and Training — 10%
  giving workshops, exhibits, and presentations on ERIC
- Travel and Per Diem — 4%
  traveling to ERIC system meetings for directors and technical staff and outreach and training events



The ERIC budget is only a small part of the network of funding that ultimately makes ERIC accessible to millions of users. This network also includes:

- ERIC components' host organizations, which traditionally contribute in-kind resources amounting to approximately 12 percent of the total ERIC budget.
- Private companies and nonprofits that produce and sell the *ERIC Thesaurus*, *Current Index to Journals in Education*, ERIC documents on microfiche, and the ERIC database on CD-ROM. They provide funding for the Adjunct ERIC Clearinghouses and contribute high-tech equipment to support ERIC system enhancements.
- University and public libraries that purchase the ERIC indexes. They pay for access to the ERIC database on magnetic tape, on CD-ROM, and from online vendors. They also purchase the ERIC microfiche collections and pay for computers, microfiche cabinets, and staff to bring ERIC to their customers.

ERIC's Future

The ERIC Operations Task Force, responding to a charge from the ERIC system, has considered an operations framework to guide ERIC as a 21st-century information service. The six-member Task Force, composed of ERIC directors, produced an August 1997 report entitled *Rising Expectations: A Framework for ERIC's Future in the National Library of Education*. The report has been approved by the ERIC Executive Committee and will be considered at the fall 1997 meeting of all ERIC directors.

The ERIC Operations Task Force recommends four principles upon which the scope and scale of a new operations framework for ERIC can be based. These principles are:

1) **ERIC's capacity to meet rising expectations must be sustained and increased.** Innovation is essential to increasing this capacity, and ERIC's innovations must become sustainable. This principle requires not only funding support but also a long-term, focused effort to *engineer*—and continuously *re-engineer*—an evolving electronic system that will deliver education information responsively to a wide audience.

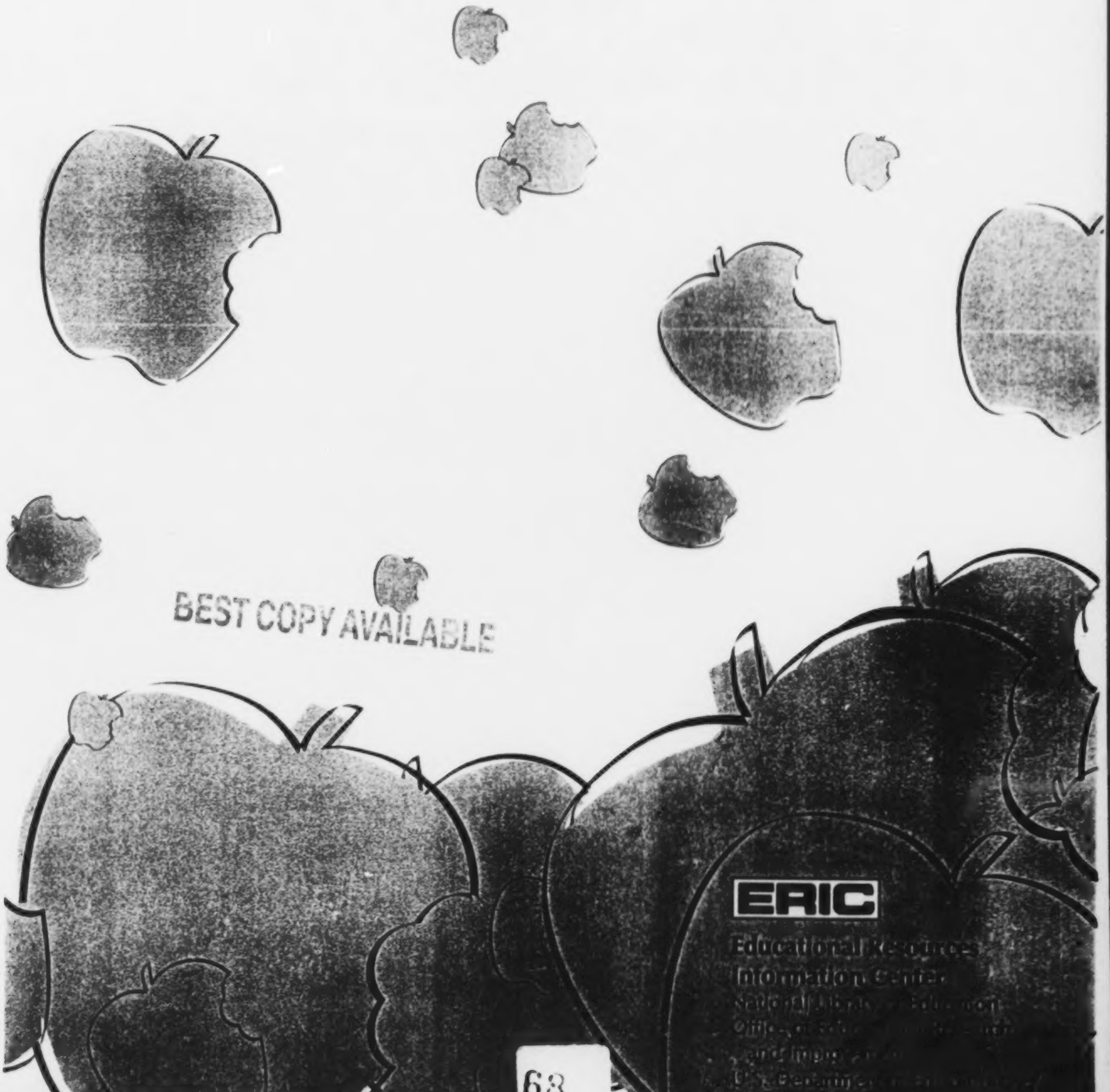
2) **ERIC must serve as a *major* load-bearing wall as the National Library of Education is built.** The ERIC system can help the NLE realize its great promise for becoming a prominent national library in the information age.

3) **ERIC must become "a national union catalog" of educational resources—i.e., the main venue for organizing, linking, describing, and making accessible *all* key education resources in *all* formats.** ERIC can easily expand to create a comprehensive information system in education—which we call here a national union catalog—that operates seamlessly with other relevant information systems to enable users to retrieve, locate, and obtain documents, journal articles, and nonprint and electronic materials available in education. This comprehensive ERIC database will serve patrons of the National Library of Education better than a patchwork of additional, separate services.

4) **ERIC must further develop its historic capacity to create useful and authoritative syntheses, analyses, and interpretations of education information.** This ongoing effort will form the basis of a series of value-added, customer-responsive services. For this work, ERIC must not only retain staff members with superlative scholarly and editorial qualifications (which is a challenge under a regimen of declining resources), but also increase the number of such staff in the 16 decentralized clearinghouses in order to produce more authoritative works of synthesis, analysis, and interpretation. This intellectual capacity cannot be long neglected; it is the foundation of the substantive authority of the ERIC system.

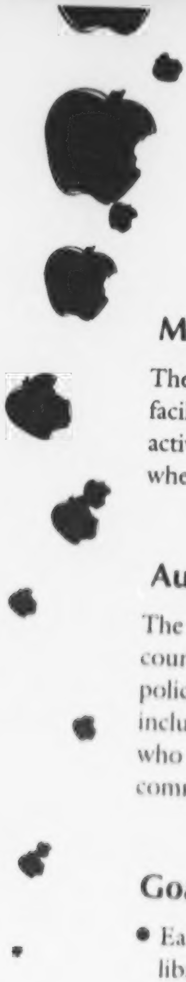
DEPARTMENT OF EDUCATION
UNITED STATES OF AMERICA

All About
ERIC®



ERIC

Educational Resources
Information Center
National Library of Education
Office of Educational Research
and Improvement
U.S. Department of Education



ERIC MISSION, AUDIENCE, AND GOALS

Mission

The mission of the ERIC system is to improve American education by increasing and facilitating the use of educational research and information to effect good practice in the activities of learning, teaching, educational decision making, and research, wherever and whenever these activities take place.

Audience

The ERIC audience includes teachers and professors; school and college administrators, counselors, media staff, and support personnel; educational researchers; educational policymakers at every level; students and nonformal learners at every age and level, including adult learners; parents; health and social services personnel and caregivers who support families, parents, students, and children; and the media and the business community, as they relate to education.

Goals for ERIC by the Year 2000:

- Easy, affordable access to ERIC bibliographic and full-text resources from every school, library, household, and point of educational decision making;
- Expansion of ERIC's database and services to make potentially useful information available to all categories of users;
- Expansion of the ERIC information-synthesizing function to include more and a greater variety of publications and to utilize a greater variety of dissemination methods;
- Delivery of documents in a variety of full-text electronic formats as well as in microfiche; and
- Further development of ERIC access on the Internet and in other formats, including the development of virtual libraries, World Wide Web (WWW) sites, etc.

Educational Resources Information Center
Keith Stubbs
Director

National Library of Education
Blane Dessy
Executive Director

Office of Educational Research and Improvement
Ricky T. Takai
Acting Assistant Secretary

U.S. Department of Education
Richard W. Riley
Secretary

All About ERIC was prepared by Lynn Smarte, ACCESS ERIC Project Director, and the ACCESS ERIC staff.

All About ERIC®

Educational Resources
Information Center
National Library of Education
Office of Educational Research and Improvement
U.S. Department of Education
Winter 1998

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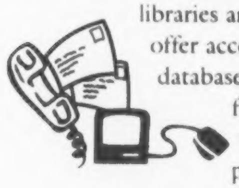
What Is ERIC?

The **Educational Resources Information Center (ERIC)** is a federally funded, nationwide information network designed to provide you with ready access to education literature.

At the heart of ERIC is the largest education database in the world—containing more than 950,000 bibliographic records of journal articles, research reports, curriculum and teaching guides, conference papers, and books. Each year approximately 33,000 new records are added.

ERIC is accessible to everyone who needs it: by mail, toll-free phone numbers, fax, e-mail, and the Internet. Thousands of libraries around the world offer access to the ERIC database, the ERIC microfiche collection, and various ERIC publications.



The ERIC system is part of the U.S. Department of Education's **National Library of Education** and consists of 16 ERIC Clearinghouses, 11 Adjunct Clearinghouses, and additional support components.

The **ERIC Clearinghouses** collect, abstract, and index education materials for the ERIC database; respond to requests for information in their subject areas; and produce special publications on current research, programs, and practices.

The **ERIC Processing and Reference Facility** is the technical hub of the ERIC system. It produces and maintains the ERIC database and support products for the ERIC system.

The **ERIC Document Reproduction Service (EDRS)** produces and sells paper, microfiche, and electronic copies of documents listed in the ERIC database.

ACCESS ERIC coordinates ERIC's outreach, dissemination, and marketing activities; develops systemwide ERIC publications; and provides general reference and referral services.

This publication will help you understand how you can use the resources available from ERIC to meet your needs.

Who Uses ERIC?

- **Teachers** use ERIC to find research and explore best practice ideas in areas such as cooperative learning, peer tutoring, and integrated curricula.
- **Students** use ERIC to gather information on education-related topics for graduate and undergraduate course requirements.
- **Principals** turn to ERIC for practical information on topics such as how and why to implement block scheduling, how to ensure children's safety in school, and how to form partnerships with local businesses and community organizations.

- **Parents** use ERIC to get overviews of current issues that may affect their children's education, such as performance assessment, full-day kindergarten, foreign language programs in elementary grades, and helping gifted children prepare for college.

ERIC is also used by:

Administrators
School board members
Researchers
Professors
Librarians and information specialists
Journalists
School psychologists, counselors, and other education professionals

A Word About the National Library of Education

ERIC is administered by the National Library of Education (NLE)—the largest federally funded library in the world devoted solely to education. NLE serves as the hub of a national network of libraries, archives, and other information providers in the field of education. NLE uses modern technology to link partners in diverse locations with the goal of creating a virtual library, serving as a one-stop information center for customers seeking high-quality education information.

As the federal government's main resource center for education information, NLE provides three types of services:

- Reference and referral
- Collection and technical services
- Resource sharing

The physical collection at NLE includes microfiche collections; CD-ROM databases; **and a vast collection of printed resources, including more than 200,000 books and 800 periodical subscriptions. The services provided by NLE include telephone reference service, specialized subject searches, electronic database search and retrieval, document delivery, bibliographic instruction, training services, interlibrary loans, legislative reference services, and selective information dissemination.**

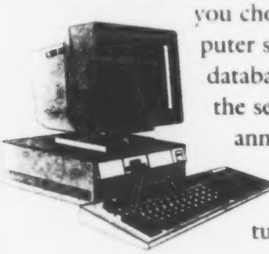
In late summer 1998, NLE will move near the Mall across from the Smithsonian's Air and Space Museum, providing even more convenient access for walk-in patrons.

For more information, contact NLE at:

National Library of Education
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208-5721
Toll Free: (800) 424-1616
Telephone: (202) 219-1692
Fax: (202) 219-1696
E-mail: library@inet.ed.gov
Web: http://www.ed.gov/NLE

The ERIC Database

ERIC is the largest education database in the world—containing more than 950,000 bibliographic records of journal articles, research reports, curriculum and teaching guides, conference papers, and books. Each year approximately 33,000 new records are added. The ERIC database is available in many formats (including printed indexes, CD-ROM, and online) at thousands of locations. Wherever you choose to run a computer search of the ERIC database, the result of the search will be an annotated bibliography of document and journal literature on your topic.



ERIC Documents

Approximately 13,000 new document records are added to the ERIC database each year. Of the more than 400,000 ERIC document (ED) resumes in the database, 97 percent are research/technical reports, conference papers/speeches, project/program descriptions, opinion papers/essays, or teaching guides. More than 7,000 published books have been abstracted in ERIC. ERIC has arrangements with more than 2,100 organizations to receive their publications for the database. These organizations include universities, research centers, state departments of education, professional associations, commercial publishers, and more than 25 federal departments and agencies. ERIC document resumes appear in the monthly issues of ***Resources in Education (RIE)***, available from the U.S. Government Printing Office, and in online and CD-ROM versions of the ERIC database. Figure 1 shows a typical ERIC document resume.

ERIC Journal Articles

Journal articles constitute about 60 percent of the ERIC database. Approximately 20,000 ERIC journal (EJ) records are added to the ERIC database each year, for a total of about 550,000 at the end of 1997. ERIC indexes more than 900 journals, some cover to cover and others on a more selective basis. ERIC Clearinghouses subscribe to journals within their scope of interest areas, select the articles to be listed in ERIC, catalog and index them, and write brief annotations. ERIC journal article resumes appear in the monthly issues of *Current Index to Journals in Education (CIJE)*, published by The Oryx Press, and in online and CD-ROM versions of the ERIC database. Figure 2 shows a typical ERIC journal article resume.

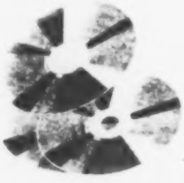


Figure 1

Sample ERIC Document Resume

ERIC Accession Number—identification number sequentially assigned to the document as it is processed.

Author(s)

Title

Report Number

Institution—organization where document originated.

Date Published

Contract or Grant Number

ERIC Document Reproduction Service (EDRS) Availability—"MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternative sources are cited above. Prices are subject to change. For latest price code schedule see section on "How To Order ERIC Documents," in the most recent issue of *Resources in Education* or call EDRS at 1–800–443–3742 for price information.

Major and Minor Identifiers—terms found in the *Identifier Authority List* that characterize proper names or concepts not yet represented by descriptors. Only the major terms (preceded by an asterisk) are printed in the Subject Index of *Resources in Education*.

Abstract

Note: The format of an ERIC Document resume will vary according to the source from which the database is accessed. The above format is from the printed index *Resources in Education*. The report number, contract number, and identifier fields will appear whenever applicable; they were added to this resume for illustrative purposes only.

ED 403 389 CE 073 121

Harrington, Lois G. And Others

Workplace Literacy Teacher Training: The Context.

Report No.—ISBN-0-0000-000-00

Lake County Coll., Grayslake, Ill.; Ohio State Univ., Columbus. Center on Education and Training for Employment.

Spons Agency—Office of Vocational and Adult Education(ED), Washington, DC. National Workplace Literacy Program.

Pub Date—97

Contract—XOOXOOO

Note—113p.; For related documents, see CE 073 122-124.

Available from—Publications, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. LT73A: $25; set of four packages, LT73: $90).

Pub. Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Basic Education, Adult Educators, Adult Students, Behavioral Objectives, *Educational Environment, Inservice Teacher Education, Instructional Materials, Learning Activities, Learning Modules, *Literacy Education, Needs Assessment, *Professional Development, Program Content, Program Design, Program Development, Self Evaluation (Individuals), *Student Characteristics, Teacher Characteristics, Teacher Competencies, *Teacher Qualifications, Teaching Guides, *Workplace Literacy

Identifiers—*Workplace Literacy Teacher Training

These three learning guides comprise one of four packages in the Workplace Literacy Teacher Training series that provides information and skills necessary for the user to become a successful instructor in an effective workplace literacy program. The guides in this package look at the unique environment and culture involved in providing education and training to adults in a workplace. Each guide consists of these components: introduction, objectives, list of activities to help meet the objectives, readings followed by questions for reflection, application activity, evaluation guidelines, and annotated bibliography. The first guide focuses on the workplace and how to design workplace literacy programs to fit its specific needs. It explains how such programs differ from other literacy programs, presents examples, and identifies factors in the workplace that must be considered in developing an appropriate literacy program. The characteristics of learners in such programs are addressed in the second guide. It describes characteristics of adult learners, provides information on how to develop a learning environment appropriate for those characteristics, and presents instructional strategies for serving the wide range of individuals within the adult population. The third guide looks at the role of the instructor. It present the skills, qualities, and ethics of an effective workplace literacy instructor and helps the instructor analyze his or her readiness to assume the instructional role. (YLB)

Clearinghouse Accession Number

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Descriptive Note (pagination first).

Alternative Source for Obtaining Document

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

Major and Minor Descriptors—subject terms found in the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms (preceded by an asterisk) are printed in the Subject Index of *Resources in Education*.

Abstractor's Initials

Figure 2

Sample ERIC Journal Article Resume

ERIC Accession Number—identification number sequentially assigned to an article as it is processed

Article Title

Author(s)

Journal Title

Publication Date

Major and Minor Descriptors—subject terms found in the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms (preceded by an asterisk) are printed in the Subject Index of *Current Index to Journals in Education (CIJE)*.

Descriptive Note

Annotation

EJ 546 384 **PS 526 742**

Children, Families and Change: International Perspectives. Preface to the Special Issue.

Swadener, Elizabeth Blue; Bloch, Marianne N.

Early Education and Development, v8 n3 p207-18

Jul 1997

Descriptors: *Early Childhood Education; Child Development; *Foreign Countries; Cultural Differences; Trend Analysis; Comparative Analysis; Children; Family (Sociological Unit); Theories; *Research Needs; *Global Approach

Identifiers: Child Care Needs

Note: Special Issue Topic: "Children, Families, and Change: International Perspectives."

Provides several contextual and theoretical frameworks through which to make connections between the articles in this special issue, which examine global trends affecting children and their families in rapidly changing environments. Discusses how cross-national perspectives on issues affecting children and their families are becoming increasingly relevant to the field of early childhood education. (EV)

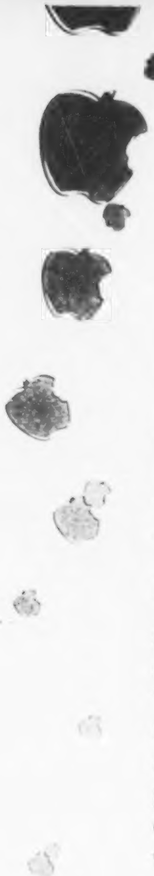
Clearinghouse Accession Number

Volume No., Issue No., Pages

Major and Minor Identifiers—terms found in the *Identifier Authority List* that characterize proper names or concepts not yet represented by descriptors. Only the major terms (preceded by an asterisk) are printed in the Subject Index of *Current Index to Journals in Education (CIJE)*.

Annotator's Initials

Note: The format of an ERIC journal article resume will vary according to the source from which the database is accessed. The above format is from the printed index *Current Index to Journals in Education (CIJE)*.



Searching the ERIC Database

Where Can You Search ERIC?

You can search the ERIC database on the Internet and at more than 1,000 libraries around the world, or purchase a CD-ROM and search the database with your computer.

Internet

Several organizations provide public access to the ERIC database via the Internet. To locate ERIC-sponsored access to the ERIC database on the Internet, go to *http://www.aspensys.com/eric*. For a list of all public Internet access points to the ERIC database and step-by-step login instructions, send an e-mail message to *ericdb@aspensys.com*. Although Internet access is appealing, keep in mind that these sites may not offer the entire database (back to 1966), may not give you access to the *Thesaurus of ERIC Descriptors*, and may not offer sophisticated search engines.

Libraries and Information Centers

The ERIC database is available at most university libraries, many public libraries, and other professional libraries and education resource centers—more than 1,000 of which are designated as ERIC resource collections. Most of these locations also have a substantial ERIC microfiche collection and microfiche reader-printers for making copies of ERIC documents. To locate the ERIC resource collection nearest you, contact any ERIC component or search the *Directory of ERIC Resource Collections* at *http://www.ed.gov/BASISDB/EROD/eric/SF*.

CD-ROM Products

CD-ROMs of the ERIC database are available for purchase from several vendors, in most cases in both PC and Macintosh versions (see page 30 for a list of vendors). If you frequently need to search education literature and would like a sophisticated search engine available anytime you need it, CD-ROMs may be worth considering.

Tips on Searching the ERIC Database

Use the Thesaurus of ERIC Descriptors

Locations that offer ERIC searches should have reference copies of the *Thesaurus of ERIC Descriptors*, and some search systems allow online access to the *Thesaurus* while running your search. Each of the more than 950,000 abstracts of articles and documents in the ERIC database has been assigned subject indexing terms called ***descriptors***. Before you run an ERIC search, it is important to take a few minutes to find the ERIC descriptors that best capture your topic. For example, articles and documents about the development of children's social skills are likely to be indexed under the ERIC descriptors *interpersonal competence* or *social development*. The ERIC descriptor for children at risk is *at risk persons*. When you search for information about high school students, you can use the descriptor *high school students*, but you might miss a lot of material if you did not also use the descriptor *secondary education*.

Plan Your Search Strategy

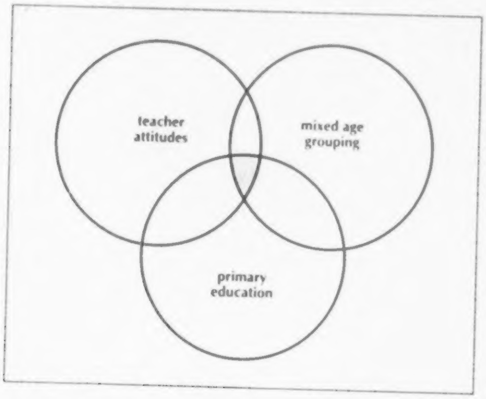
To plan your ERIC search, follow these steps:

1. Write the topic in your own words.
2. Divide the topic into major concepts.
3. Use the *Thesaurus of ERIC Descriptors* to locate the appropriate subject descriptors for each concept of the topic.

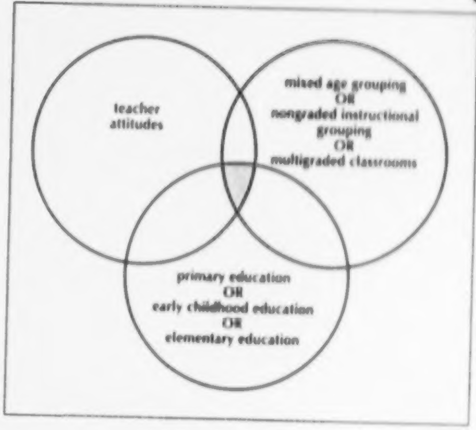
Although the software used to search ERIC will depend on which system is used, all searching is based on Boolean logic: The computer creates sets of information based on the way you tell it to combine subject terms. For example, to find out about teachers' attitudes toward multiage grouping of primary age students, you could use the *Thesaurus* to find these subject descriptors:

teacher attitudes
mixed age grouping
primary education

If you want to find records that are indexed under *all three* of these concepts, use the "AND" command. This tells the computer to find the intersection of the three concept sets. A Boolean diagram shows how this works:



If *more* information on this topic is needed, use the *Thesaurus* to locate additional relevant descriptors and add them to your concept sets by using the "OR" operator. When the "OR" command is used, documents and articles indexed with either descriptor are searched and combined in a set:



You can use the blank ERIC Search Worksheet on page 29 to plan your next ERIC search.

For help locating the best place for you to search ERIC, call 1-800-LET-ERIC. If you need help planning your search strategy, call the ERIC Clearinghouse that covers your topic of interest (see the ERIC System Directory on pages 18–23 for a list of clearinghouse phone numbers).

Search Strategy: What To Do...

...If You Get Too Much Information

You can limit your search by:

- **Narrowing the dates of publication.** For example, you could request only those documents published in the past 2 years.
- **Limiting to major descriptors.** Most search systems allow you to target those descriptors that capture the main focus of the document.
- **Specifying publication or document type.** For example, you could limit the search to research reports or program descriptions.

...If You Get Too Little Information

You can expand your search by:

- **Adding more descriptors for each concept.** Look at the records retrieved in your search to determine additional relevant indexing terms.
- **Calling an ERIC Clearinghouse for advice.** Clearinghouse staff process and index the articles and documents and can often help you select terms to ensure that you find what you're looking for.

How Can You Get Copies of ERIC Documents and Journal Articles?

ERIC Documents

Approximately 95 percent of the abstracted documents (those with "ED" numbers) are available in paper copy or microfiche from the ERIC Document Reproduction Service (EDRS). You may order ERIC documents by toll-free phone (1-800-443-ERIC), fax, e-mail, mail, or electronically through the EDRS Web site at ***http://edrs.com***. About 80 percent of ERIC documents from 1993 to today are available by electronic delivery through the EDRS Web site. (See ERIC on the Internet on pages 13–17 for more information on electronic document delivery.)

You can read ERIC documents on microfiche for free at many libraries. Many of these libraries have microfiche printers so you can copy pages from the documents. To find a library that has ERIC microfiche, call any ERIC component for a referral from the *Directory of ERIC Resource Collections* or search the *Directory* online at ***http://www.ed.gov/BASISDB/EROD/eric/SF***.

ERIC Journal Articles

ERIC records with an "EJ" followed by six digits are annotations of journal articles. The actual articles can be found in library periodical collections, through interlibrary loan, or from the article reprint companies listed in the next column.

The UnCover Company
3801 East Florida Avenue, Suite 200
Denver, CO 80210
Toll Free: (800) 787-7979
Phone: (303) 758-3030
Fax: (303) 758-5946
E-mail: uncover@carl.org
Web: http://uncweb.carl.org

UMI Infostore
300 North Zeeb Road
P.O. Box 1346
Ann Arbor, MI 48103
Toll Free: (800) 248-0360
Phone: (734) 761-4700
Fax: (734) 761-1032
E-mail: orders@infostore.com
Web: http://wwwlib.umi.com/infostore

Institute for Scientific Information (ISI)
The Genuine Article
P.O. Box 7649
Philadelphia, PA 19104-3389
Toll Free: (800) 336-4474
Phone: (215) 386-4399
Fax: (215) 222-0840; (215) 386-4343
E-mail: tga@isinet.com
Web: http://www.isinet.com

To obtain articles from journals that do not permit reprints and are not available from your library, write directly to the publisher of the journal. You can find addresses of journal publishers in many libraries in the front of each issue of *Current Index to Journals in Education*, or you can call any ERIC component for this information.

How Can You Contribute to the ERIC Database?

Consider sharing your work with others by submitting it to ERIC. If you have recently authored a research report, program description or evaluation, literature review, teaching guide, conference paper, or other education-related work, you can make it permanently available and accessible to others through ERIC.

Acceptance of submitted documents is not automatic. All documents submitted to ERIC are evaluated by subject experts according to the following criteria: contribution to knowledge, significance, relevance, innovativeness, effectiveness of presentation, thoroughness of reporting, relation to current priorities, timeliness, authority of source, intended audience, and comprehensiveness.

Organizations that want to sell copies of their original documents can have this information (together with address and price information) listed in the ERIC bibliographic record. Studies have shown that availability from ERIC does not reduce sales from the original source because purchasers prefer original documents over reproductions from microfiche. After the document is sold out at the original source, it will still be available through the ERIC Document Reproduction Service (EDRS) if permission to reproduce it has been granted to ERIC.

To submit your document, send ERIC one legible copy of your report, speech, paper, or other education-related work to be considered (laser-printer quality; no diskettes) and a completed Reproduction Release Form. The Reproduction Release Form grants ERIC permission to reproduce and disseminate the document, but it does not preclude your selling the document or having it published. The form is available from any ERIC Clearinghouse or online at *http://ericfac.piccard.csc.com/submitting.html#errp*.

You may send your document to the clearinghouse that covers your topic (see the ERIC System Directory on pages 18–23). If you do not know which clearinghouse is appropriate, or if you have questions about submitting your work, call the ERIC Processing and Reference Facility at (800) 799-ERIC or see page 24 for contact information.

ERIC Partners

ERIC has established more than 650 dynamic, mutually beneficial partnerships with institutions and organizations involved in collecting and disseminating information to the education community. These institutions include, but are not limited to, associations, government agencies and federally funded programs, universities, research firms, private corporations, and libraries.

Partner organizations have agreed to promote ERIC, disseminate ERIC information through newsletters and journals, enhance the ERIC database through the addition of documents, and encourage joint projects such as workshops and conferences. In turn, these organizations enjoy special benefits from their ERIC partners, such as VIP handling of their information requests, free or discounted ERIC publications, advance notice of materials distributed by the ERIC system, and technical assistance and support. By coordinating efforts with public and private partners, ERIC is able to provide enhanced products and services at no additional cost to the government or taxpayers.

Agencies or organizations that are interested in education and willing to distribute ERIC information may become partners by contacting the ERIC Clearinghouse that most closely reflects their interests or ACCESS ERIC.

ERIC Publications and Products

Clearinghouse Publications

ERIC Clearinghouses analyze and synthesize literature in their areas of expertise and create research reviews, bibliographies, state-of-the-art studies, interpretive studies of high-interest topics, digests, and other publications to meet the information needs of a wide spectrum of ERIC users.

Each year, the clearinghouses produce approximately 250 publications. These publications are noteworthy for the collaborative ways in which they are produced, the extensive networks through which they are distributed, and the notice they receive from the field. Many publications are the result of partnerships between ERIC Clearinghouses and professional associations, private publishers, academic institutions, and other organizations.

To find out more about ERIC Clearinghouse publications, contact the clearinghouses or check their Web sites. You can also order the *Catalog of ERIC Clearinghouse Publications* from ACCESS ERIC (1-800-LET-ERIC) or use the *Online ERIC Publications Catalog* at *http://www.aspensys.com/eric/catalog*.

Just Beyond the Classroom
SCHOOL LEADERSHIP
The American Community College

ERIC Digests

Each year, ERIC Clearinghouses produce approximately 160 ERIC Digests. These popular, two-page research syntheses provide brief overviews of current education issues. Digest topics are determined largely by the questions most frequently asked of the 16 subject-oriented ERIC Clearinghouses. Digests are frequently in question-and-answer format and always include a list of additional resources. For information on ordering paper copies, call 1-800-LET-ERIC. The complete text of more than 1,700 Digests can be found on the online and CD-ROM versions of the ERIC database and on the U.S. Department of Education's Web site at *http://www.ed.gov/databases/ERIC_Digests/index*.

ERIC DIGEST

The ERIC Review

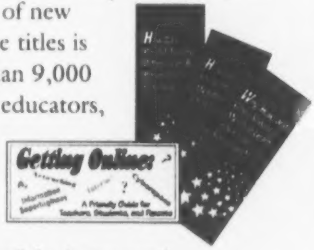
This free journal reports critical trends and issues in education as well as new ERIC developments. Previous issues have focused on school-to-work transition, K-12 computer networking, information dissemination, inclusive schools, and the path to college. *The ERIC Review* is distributed to more than 25,000 subscribers and to targeted audiences interested in each issue's particular theme. Copies are also distributed at

ERIC
Inclusion
ERIC

education-related conferences and are mailed to individuals and groups that request them. For a free subscription, contact ACCESS ERIC (1-800-LET-ERIC). Current and past issues are on the Web at *http://www.aspensys.com/eric/resources/ericreview/review.html*.

Parent Brochures

ERIC is keeping pace with the increasing emphasis on the role of parents in their children's education. ACCESS ERIC collaborates with ERIC Clearinghouses and their networks of experts to produce a popular series of brochures for parents. These easy-to-read brochures always include a list of organizations and publications that can provide further information on the topics. Each year a list of new Parent Brochure titles is sent to more than 9,000 parents, parent educators, counselors, and other interested individuals. For free copies of the latest available titles, contact ACCESS ERIC (1-800-LET-ERIC). You can also read current and past Parent Brochures online at *http://www.aspensys.com/eric/resources/parent/parent.html*.



Products About ERIC

In addition to *All About ERIC*, ERIC produces several other products to introduce individuals and organizations to the resources of the ERIC system and to assist them in their search for relevant education information. These products include:

- *A Pocket Guide to ERIC*—a pocket-size booklet that briefly describes the ERIC system and its services and products. For copies of this booklet, contact ACCESS ERIC at 1-800-LET-ERIC.

ERIC
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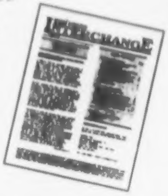
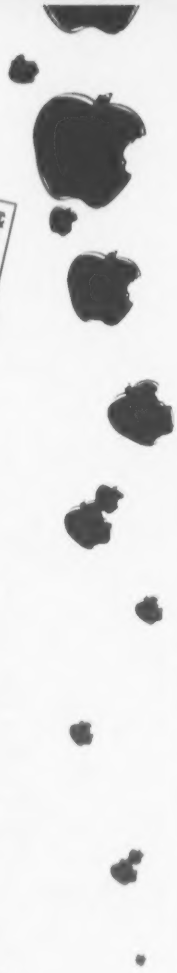
- *ERIC Users' Interchange*—a semiannual newsletter for librarians and ERIC resource collection providers that covers information on new ERIC products and services. For a free subscription, contact ACCESS ERIC at 1-800-LET-ERIC.



- *ERIC In Action*—a 15-minute video that describes the basic structure of the ERIC system, major benefits the system offers to users, key features of the ERIC database, and how to locate materials of interest. You can use this video to introduce the ERIC system to educators, researchers, and anyone interested in accessing current education information. To order the 1997 edition of the video ($20), call the ERIC Clearinghouse on Information & Technology at 1-800-464-9107.
- ERIC Transparencies—a set of 48 paper transparency masters that includes information on what ERIC Clearinghouses do, how documents are selected for the ERIC database, search strategy development, AskERIC, online ERIC document delivery, and many other topics. This tool is excellent for teaching others about ERIC. For a free set of transparency masters, contact ACCESS ERIC at 1-800-LET-ERIC.

In addition, the ERIC Processing and Reference Facility produces systemwide support products such as processing manuals, bibliographies, indexes, directories, and Ready References. ERIC Ready References are brief handouts—usually one page long—containing ERIC database-related information that users need. Other helpful Facility publications include *The Educational Resources Information Center (ERIC): An Annotated Bibliography of Documents and Journal Articles About ERIC*, the *ERIC Title Index*, and the *ERIC Identifier Authority List*.



Reference and Referral Products

ACCESS ERIC produces several reference and referral publications. Copies are requested each year by libraries, academic institutions, state and local departments of education, and other groups and individuals. These publications include:

- *Catalog of ERIC Clearinghouse Publications*—a guide to more than 1,400 free or low-cost education titles published by ERIC Clearinghouses. (See also the *Online ERIC Publications Catalog* at *http://www.aspensys.com/eric/catalog*.)
- *Directory of ERIC Resource Collections*—a directory of more than 1,000 libraries and other organizations that offer access to the ERIC database, microfiche, and ERIC publications. The directory is searchable online at *http://www.ed.gov/BASISDB/EROD/eric/SF*.
- *ERIC Directory of Education-Related Information Centers*—a directory with descriptions of 450 resource centers and agencies that provide information or assistance in education-related areas. This directory is searchable online within the *Education Resource Organizations Directory* at *http://www.ed.gov/BASISDB/EROD/direct/SF*.

- *ERIC Calendar of Education-Related Conferences*—a guide to more than 525 international, national, and regional education conferences. The calendar is searchable online at *http://www.aspensys.com/eric/calendar/calendar.html*.

To order copies of these reference and referral publications, call ACCESS ERIC at 1-800-LET-ERIC.

ERIC on the Internet

ERIC strives to provide easy and affordable access to education resources for a diverse, global audience. The Internet has been an ideal vehicle for making ERIC's resources available to busy students, parents, and professionals.

E-mail

If you have an e-mail account, you can use it to communicate with ERIC Clearinghouses, order ERIC documents, or send a question to the award-winning AskERIC question-answering service. See the ERIC System Directory on pages 18–24 for a list of e-mail addresses.

ERIC Web Sites

There are many ERIC Web sites, all linked by one systemwide site run by ACCESS ERIC at *http://www.aspensys.com/eric*. Internet users now visit ERIC Web sites ***more than 500,000 times each week*** to access resources including:

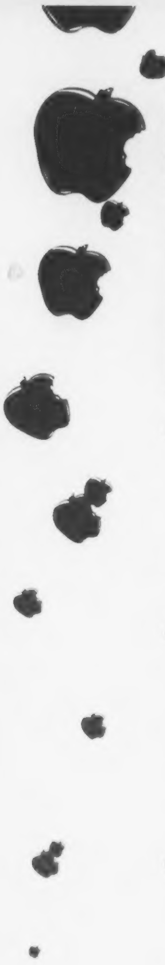
- Hundreds of lesson plans
- A calendar of education-related conferences

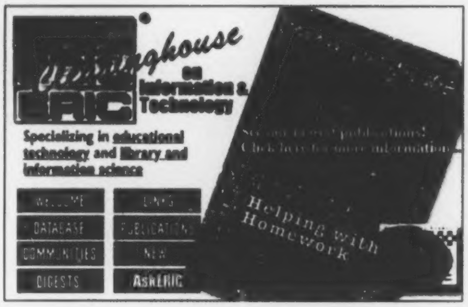
ERIC
ERIC Sites
Resources
Search ERIC Database
Publications Catalog
U.S. Department of Education
What's New
FAQ's
Site Map
Feedback
National Library of Education

- Full-text materials from a variety of organizations for parents
- A test locator database
- Virtual libraries of full-text materials on topics such as school violence and school-to-work transition

The high quality of ERIC Web sites is indicated by the level of usage as well as by the numerous awards the sites have received. Here are some examples of what users can find at ERIC Web sites:

- A **reading teacher** might visit the ERIC Clearinghouse on Reading, English, and Communication site (*http://www.indiana.edu/~eric_rec*) where he would find exemplary lesson plans, an online magazine for parents and their children, and an invitation to join READPRO, which is an electronic discussion group for reading professionals.
- A **school principal** could use the ERIC Clearinghouse on Educational Management site (*http://darkwing.uoregon.edu/~ericcem*) to find the full text of ERIC Digests on work teams, block scheduling, and leadership. Before deciding whether to subscribe to the K12ADMIN listserv, she could browse through recent messages posted to that listserv using the AskERIC listserv archives (*http://ericir.syr.edu/plweb-cgi/fastweb?searchform+listservs*). Or if she's looking for alternatives to tracking and ability grouping, the Urban Education site (*http://eric-web.tc.columbia.edu*) offers a bibliography that can help her find relevant information.




Clearinghouse on Information & Technology
ERIC
Specializing in educational technology and library and information science
WELCOME
LINKS
DATABASE
PUBLICATIONS
COMMUNITIES
NEW
DIGESTS
AskERIC
Helping with Homework

- A **school board member** preparing for a meeting on improving student access to technology could check out the most recent publications from the ERIC Clearinghouse on Information & Technology (*http://ericir.syr.edu/ithome*).
- A **graduate student** in early childhood education could run a search of the ERIC database on the project approach and order the most relevant documents from the ERIC Document Reproduction Service (*http://edrs.com*).
- A **parent** could check the National Parent Information Network (*http://npin.org*) for monthly parent news items, such as tips on how to help children behave in grocery stores, as well as for articles on assessment, the effects of video games, and parent involvement in schools.

To conduct your own tour of ERIC on the Internet, start with the ERIC systemwide site at *http://www.aspensys.com/eric*. The section called "ERIC Sites" contains links to all ERIC-sponsored Web sites and allows you to send e-mail to ERIC Clearinghouses.

AskERIC

AskERIC is a personalized, Internet-based service that provides education information to teachers, librarians, counselors, administrators, parents, and others throughout the United States and the world. AskERIC began in 1992 as a project of the ERIC Clearinghouse on Information & Technology at Syracuse University. Today, it encompasses the resources of the entire ERIC system and many other sources. Anyone needing the latest information on special education, curriculum development, or other education-related topics can simply "AskERIC." When you send an education question to *askeric@askeric.org*, an information specialist will send you a personal e-mail response to the question within 2 working days. You will also receive a list of ERIC citations that deal with your topic, relevant full-text materials (if available), and referrals to organizations and other Internet site resources for additional information.

Anyone wishing to search for answers to education questions will discover an abundance of electronic resources at the AskERIC Virtual Library (*http://www.askeric.org*). These resources include lesson plans, AskERIC InfoGuides, ERIC Digests, education listserv archives, and much more. The ERIC database can also be searched online from the AskERIC Web site. The AskERIC Research & Development (R&D) team includes professional staff and Syracuse University graduate and undergraduate students who use cutting-edge technology to help AskERIC bring high-quality information services to the education community. The AskERIC R&D team has a wide variety of skills, including instructional design, development and evaluation, computer graphics design, organization of information resources, programming, and network administration. Current R&D projects include developing real-time distance education over the Internet, custom searching tools, and streaming audio and video.

Got an Education Question?
AskERIC

Listservs

If you enjoy communicating via e-mail and want to participate in an ongoing discussion about education-related topics of interest, consider joining one or more of the ERIC-sponsored listservs. More than 25 listservs are currently managed by ERIC

Clearinghouses, including ECENET-L (early childhood education), K12ADMIN (elementary and secondary school administration), and LM_NET (school library and media services). For a list of all ERIC-sponsored listservs and links to subscription information, go to *http://www.aspensys.com/eric/resources/listservs.html*. To browse the archives of many of these discussion groups, go to *http://ericir.syr.edu/plweb-cgi/fastweb?searchform+listservs*.

Online ERIC Document Delivery

The EDRS Web site allows Internet users to search the ERIC database from their desktops; order documents in the same session; and request online delivery of recent, copyright-cleared documents. Obtaining information from ERIC has never been easier or more cost effective. All you need is a modem or direct connection to the Internet; Netscape Navigator or Internet Explorer version 3.0 or higher; a credit card or EDRS deposit account; and the EDRS Web address (*http://edrs.com*). Electronic images of ERIC documents are available in Adobe Portable Document Format. EDRS provides links to the Adobe Acrobat Reader from its Web site. Documents are delivered over the Internet via file transfer protocol.

Approximately 80 percent of the ERIC documents from 1993 to today are available for online ordering and electronic delivery through the EDRS Web site. (For another 15 percent, ERIC has permission to provide microfiche copies only, which can also be ordered online. About 5 percent are not available from EDRS; availability information is provided in the bibliographic record.)

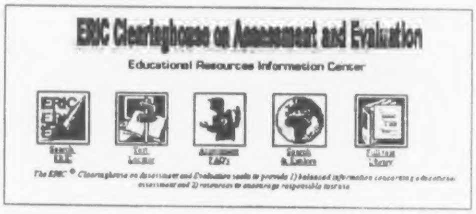
Special Projects

Education Resource Organizations Directory

ACCESS ERIC assists the U.S. Department of Education by maintaining the database for the Education Resource Organizations Directory located at the Department's Web site (*http://www.ed.gov/programs.html#map*). The Directory enables Internet users to search more than 2,100 national, regional, and state organizations including information centers, comprehensive and technical assistance centers, and many other types of programs, services, and organizations. The ERIC Resource Collections and Education-Related Information Centers are searchable online as part of the Directory; they are also listed in ACCESS ERIC print directories.

ERIC Search Wizard and Expert Searches

This state-of-the-art search engine, developed by the ERIC Clearinghouse on Assessment and Evaluation, allows users to select terms from the *Thesaurus of ERIC Descriptors* to build effective, high-quality searches. The Wizard features seamless online ordering, readily available information on journal and document sources, multiple display options, an option to save citations to disk, and a "More Like This" option based on ERIC descriptors. The Wizard also allows users to load more than 80 prepackaged search strategies on current educational topics. Users can revise the strategies to suit their needs or use the strategies as a starting point. The strategies were developed by the best reference librarians in the ERIC system. To search ERIC using Wizard, go to *http://ericae.net*, then click on "Search ERIC" followed by "Search ERIC Wizard."



ERIC Clearinghouse on Assessment and Evaluation

Educational Resources Information Center

The ERIC® Clearinghouse on Assessment and Evaluation seeks to provide 1) balanced information concerning educational assessment and 2) resources to encourage responsible test use.

Gateway to Educational Materials (GEM)

The National Library of Education (NLE) is spearheading a consortium effort called the Gateway to Educational Materials. A special project of the ERIC Clearinghouse on

Information & Technology, the goal of GEM is to create an operational framework to provide "one stop, any stop" access to the thousands of lesson plans, curriculum units, and other educational materials that exist on Web and gopher sites on the Internet. GEM will create a standard format for descriptions of educational materials and will assemble these descriptions in a single catalog, creating easy access regardless of where the materials reside on the Internet. For more information about the GEM project, contact Nancy Morgan, GEM Coordinator, at *nmorgan@ericir.syr.edu* or visit the GEM Web site at *http://geminfo.org*.

National Parent Information Network (NPIN)

NPIN is a special project of the ERIC Clearinghouse on Elementary and Early Childhood Education and the ERIC Clearinghouse on Urban Education. Begun in 1993 as an Internet site for parents (*http://npin.org*), NPIN services have since expanded to provide information via e-mail through the AskERIC program, through workshops, and through its toll-free telephone number (1-800-583-4135).

NPIN staff conduct workshops on Internet uses for parents, produce monthly issues of *Parent News* (NPIN's award-winning online publication for parents), produce ERIC Digests, moderate the PARENTING-L listserv, and continue to build one of the largest Internet sites for parents. The NPIN Web site was visited more than 1.5 million times in 1997.

With the ERIC system, NPIN hosted the Families, Technology, and Education (FTE) Conference in Chicago in November 1997. A national group of nearly 300 participants discussed such issues as how to connect parents and schools via the Internet, the impact of the Internet and other technologies on family life, and programs that use the Internet to provide support and services to parents.

These discussions are ongoing through the FTE-L listserv at *FTE-L@postoffice.cso.uiuc.edu*; see the FTE-L Web site at *http://ericps.crc.uiuc.edu/fte/ftehome.html* for subscription instructions. A set of proceedings from this unique conference will be produced in the spring of 1998.

Native Languages Project

The ERIC Clearinghouse on Rural Education and Small Schools (ERIC/CRESS) conducted a special project to develop and publish a list of courses in American Indian and Alaska Native languages offered at postsecondary institutions. This list, titled *Native North American Language Instruction Offered at Institutions of Higher Education*, is available free from the clearinghouse. More than 50 different American Indian and Alaska Native languages are listed, along with contact information for the colleges and universities where each language is taught. In 1997, the clearinghouse also published a more comprehensive work, *Native Education Directory: Organizations and Resources for Educators of Native Americans*, which is available for $12. To obtain print copies of these directories, contact ERIC/CRESS at 1-800-624-9120 or via e-mail at *ericrc@ael.org*. In addition, the special project enabled the clearinghouse to post this larger directory on its Web page (*http://aelliot.ael.org/~eric/ned*) and build in hotlinks to Web pages (where available) of the organizations described on its page.

ERIC
Clearinghouse on Rural Education and Small Schools

NIFL-ESL Listserv

Since March 1995, the Adjunct ERIC Clearinghouse for ESL Literacy Education (NCLE) has moderated the NIFL-ESL listserv, one of seven listservs hosted by the National Institute for Literacy as part of their LINCS project. With 517 subscribers as of January 1998, the NIFL-ESL list is a busy forum for discussion about teaching English to adult immigrants and about related educational policy issues.

Test Locator

Test Locator describes more than 11,000 assessment instruments and their availability. It is a joint project of the ERIC Clearinghouse on Assessment and Evaluation, the Library and Reference Services Division of the Educational Testing Service, the Buros Institute of Mental Measurements at the University of Nebraska in Lincoln, the Region III Comprehensive Center at George Washington University, and Pro-Ed test publishers. To search Test Locator, go to *http://ericae.net*.

Virtual Libraries

The ERIC Clearinghouse on Counseling and Student Services (ERIC/CASS) has developed six Web-based virtual libraries in its scope areas. These collections offer full-text documents and include the following topics: career development (developed in collaboration with the National Occupational Information Coordinating Committee), cultural diversity, school-to-work transition, school violence, student learning and achievement, and substance abuse. Access to all the libraries can be found at *http://www.uncg.edu/~ericcas2/libhome.htm*.

Virtual Reference Desk

The Virtual Reference Desk (VRD) is creating the foundation for a national cooperative digital reference service. The project is sponsored by NLE and the ERIC Clearinghouse on Information & Technology, with support from the Office of Science and Technology Policy.

Digital reference services, also called "Ask-An-Expert" (or "AskA") services, are Internet-based question-and-answer services that connect users with individuals who possess specialized subject or skill expertise. Unlike static Web pages, digital reference services allow Internet users to contact people who can answer specific questions and provide instructions on developing certain skills.

The VRD project has developed a searchable database of Internet-based question-answering and referral services. The database, named the AskA+ Locator, is designed to link students, parents, and educators with experts in a variety of fields via the Internet. The AskA+ Locator contains detailed profiles of each service, including a brief description, intended audience and grade level, and subjects addressed. The AskA+ Locator is located at *http://www.vrd.org/locator/index.html*.

One of the principal missions of VRD is to aid organizations and associations of all types in the creation of AskA services. VRD makes resources and guidance available to organizations that are interested in building and maintaining quality digital reference services. Products include recommendations from model digital reference services and training/preparation materials and services for new digital reference administrators and staff. For more information, contact R.D. Lankes, VRD Project Director, at *vrd@vrd.org* or access the VRD Web site at *http://www.vrd.org*.

ERIC System Directory

Federal Sponsor

ERIC Program Office staff manage and monitor the ERIC system, coordinate systemwide activities, and establish ERIC system policies.

Educational Resources Information Center (ERIC)
National Library of Education
Office of Educational Research and Improvement (OERI)
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208–5721
Phone: (202) 219–2221
E-mail: eric@inet.ed.gov
Web: http://www.ed.gov

Clearinghouses

Each of the 16 ERIC Clearinghouses specializes in a different subject area of education. The clearinghouses acquire significant literature within their particular scope; select the highest quality and most relevant materials; and catalog, index, and abstract them for input into the database. The clearinghouses also provide research summaries, bibliographies, information analysis papers, and many other products and services. Together the clearinghouses present the most comprehensive source of education information in the country.

Adult, Career, and Vocational Education (CE)
Ohio State University
1900 Kenny Road
Columbus, OH 43210–1090
Toll Free: (800) 848–4815
Phone: (614) 292–4353
Fax: (614) 292–1260
E-mail: ericacve@magnus.acs.ohio-state.edu
Web: http://coe.ohio-state.edu/cete/ericacve/index.htm

Addresses all levels and settings of adult and continuing, career, and vocational/technical education.

Adult education information spans basic literacy training through professional skill upgrading. Includes resources for experience-based education and career awareness, decision making, development, and change. Also addresses vocational and technical education, including school-to-work, tech prep, technology education, corrections education, employment and training programs, youth employment, work experience programs, education/business partnerships, entrepreneurship, adult retraining, and vocational rehabilitation for individuals with disabilities. The Adjunct ERIC Clearinghouse on Consumer Education is associated with ERIC/CE.

Assessment and Evaluation (TM)
University of Maryland, College Park
1129 Schriver Lab
Campus Drive
College Park, MD 20742
Toll Free: (800) GO4–ERIC (464–3742)
Phone: (301) 405–7449
Fax: (301) 405–8133
E-mail: eric_ae@cua.edu
Gopher: gopher.cua.edu, Special Resources
Web: http://ericae.net

Includes tests and other measurement devices; methodology of measurement and evaluation; application of tests, measurement, or evaluation in educational projects or programs; research design and methodology in the area of assessment and evaluation; and learning theory. The Adjunct Test Collection Clearinghouse is associated with ERIC/TM.

Community Colleges (JC)
University of California at Los Angeles
3051 Moore Hall
P.O. Box 951521
Los Angeles, CA 90095–1521
Toll Free: (800) 832–8256
Phone: (310) 825–3931
Fax: (310) 206–8095
E-mail: ericcc@ucla.edu
Web: http://www.gseis.ucla.edu/ERIC/eric.html

Covers the development, administration, and evaluation of 2-year public and private community and junior colleges, technical institutes, and 2-year branch university campuses. Provides information on 2-year college students, faculty, staff, curricula, programs, support services, libraries, and community services. Includes linkages between 2-year colleges and business/industrial organizations and articulation of 2-year colleges with secondary and 4-year postsecondary institutions. The Adjunct ERIC Clearinghouse on Entrepreneurship Education is associated with ERIC/JC.

Counseling and Student Services (CG)

University of North Carolina at Greensboro
School of Education
201 Ferguson Building
P.O. Box 26171
Greensboro, NC 27402-6171
Toll Free: (800) 414-9769
Phone: (336) 334-4114
Fax: (336) 334-4116
E-mail: ericcass@uncg.edu
Web: http://www.uncg.edu/~ericcas2

Covers preparation, practice, and supervision of counselors at all educational levels and in all settings; theoretical development of counseling and student services; personnel procedures, such as testing and interviewing, and the analysis and dissemination of the resultant information; group and case work; the nature of student and adult characteristics; and personnel workers and their relation to career planning, family consultations, and student orientation activities.

Disabilities and Gifted Education (EC)

Council for Exceptional Children
1920 Association Drive
Reston, VA 20191-1589
Toll Free: (800) 328-0272
Phone: (703) 264-9474
TTY: (703) 264-9449
Fax: (703) 620-2521
E-mail: ericec@cec.sped.org
Web: http://www.cec.sped.org/ericec.htm

Scope includes all aspects of the education and development of people with disabilities and those who are gifted, including identification, assessment, and intervention and enrichment in special settings and in the mainstream. Includes learning, developmental, and physical disabilities; behavior and emotional disorders; mental retardation; and outstanding intellectual or creative ability in any area of achievement. Encompasses populations that are at risk (abused or medically fragile), low incidence, adjudicated, culturally and linguistically diverse, economically disadvantaged, or geographically isolated. Covers referral, student evaluation, early intervention programs, inclusion, social integration, individualized education programs, individualized family service plans, school-to-work transition, and vocational and lifelong education. Addresses employment, rehabilitation, applications of technology, physical accessibility, differentiated curriculum, acceleration, and leadership development.

Educational Management (EA)

5207 University of Oregon
1787 Agate Street
Eugene, OR 97403-5207
Toll Free: (800) 438-8841
Phone: (541) 346-1684
Fax: (541) 346-2334
E-mail: ppiele@oregon.uoregon.edu
Web: http://darkwing.uoregon.edu/~ericcem

Covers the leadership, management, and structure of public and private education organizations at elementary and secondary school levels; the practice and theory of administration; federal, state, and local education law, policymaking, and governance; the preservice and inservice preparation of administrators; administrative tasks and processes, including planning, financing, and staffing education organizations; methods and varieties of organization, including organizational change and improvement; school-community relationships; and the social context of education organizations.

Elementary and Early Childhood Education (PS)

University of Illinois at Urbana-Champaign
Children's Research Center
51 Gerty Drive
Champaign, IL 61820-7469
Toll Free: (800) 583-4135 (Voice and TTY)
Phone: (217) 333-1386
Fax: (217) 333-3767
E-mail: ericeece@uiuc.edu
Web: http://ericps.crc.uiuc.edu/ericeece.html (ERIC/PS)
http://npin.org (National Parent Information Network)

This clearinghouse addresses the physical, cognitive, social, educational, and cultural development of children from birth through early adolescence; prenatal factors; parents, parenting, and family relationships that relate to education; learning theory research and practice related to the development of young children, including the preparation of teachers for this educational level; interdisciplinary curriculum and mixed-age teaching and learning; educational, social, and cultural programs and services for children; the child in the context of the family and the family in the context of society; and theoretical and philosophical issues pertaining to children's development and education. The Adjunct ERIC Clearinghouse for Child Care is associated with ERIC/PS.

Higher Education (HE)

George Washington University
One Dupont Circle, NW, Suite 630
Washington, DC 20036–1183
Toll Free: (800) 773–3742
Phone: (202) 296–2597
Fax: (202) 452–1844
E-mail: eriche@eric-he.edu
Web: http://www.gwu.edu/~eriche

Topics include college and university conditions, problems, programs, and students; curricular and instructional programs; and institutional research at the college or university level. Also covers federal programs, professional education (medicine, law, etc.), professional continuing education, collegiate computer-assisted learning and management, graduate education, university extension programs, teaching and learning, legal issues and legislation, planning, governance, finance, evaluation, interinstitutional arrangements, management of institutions of higher education, and business or industry educational programs leading to a degree. The National TRIO Clearinghouse is associated with ERIC/HE.

Information & Technology (IT)

Syracuse University
4–194 Center for Science and Technology
Syracuse, NY 13244–4100
Toll Free: (800) 464–9107
Phone: (315) 443–3640
Fax: (315) 443–5448
E-mail: eric@ericir.syr.edu; askeric@askeric.org
Web: http://ericir.syr.edu/ithome (ERIC/IT)
http://www.askeric.org (AskERIC)

Scope includes educational technology and library and information science at all levels, including instructional design, development, and evaluation within educational technology; and the media of educational communication: computers and microcomputers, telecommunications, audio and video recordings, film, and other audiovisual materials as they pertain to teaching and learning. The focus is on the operation and management of information services for education-related organizations. Includes all aspects of information technology related to education.

Languages and Linguistics (FL)

Center for Applied Linguistics
1118 22nd Street, NW
Washington, DC 20037–1214
Toll Free: (800) 276–9834
Phone: (202) 429–9292
Fax: (202) 659–5641
E-mail: eric@cal.org
Web: http://www.cal.org/ericcll

Covers languages and language sciences: all aspects of second language instruction and learning in all commonly and rarely taught languages, including English as a second language. Includes bilingualism and bilingual education, as well as cultural education in the context of second language learning (including intercultural communication, study abroad, and international education exchange). Encompasses all areas of linguistics, including theoretical and applied linguistics, sociolinguistics, and psycholinguistics. The Adjunct ERIC Clearinghouse for ESL Literacy Education is associated with ERIC/FL.

Reading, English, and Communication (CS)

Indiana University
Smith Research Center
2805 East 10th Street, Suite 150
Bloomington, IN 47408–2698
Toll Free: (800) 759–4723
Phone: (812) 855–5847
Fax: (812) 855–4220
E-mail: ericcs@indiana.edu
Web: http://www.indiana.edu/~eric_rec

Comprises reading, English, and communication (verbal and nonverbal), preschool through college, educational research and instruction development in reading, writing, speaking, and listening; identification, diagnosis, and remediation of reading problems, and speech communication (including forensics), mass communication, interpersonal and small group interaction, interpretation, rhetorical and communication theory, speech sciences, and theater. Covers preparation of instructional staff and related personnel. All aspects of reading behavior are included, with an emphasis on physiology, psychology, sociology, and teaching; instructional materials, curricula, tests/measurement, and methodology at all levels of reading; the role of libraries and other agencies in fostering and guiding reading; and diagnostics and remedial reading services in schools and clinical settings. Also covers preparation of reading teachers and specialists and includes guidelines in these subject areas for related agencies and for parents.

Rural Education and Small Schools (RC)

Appalachia Educational Laboratory
1031 Quarrier Street
P.O. Box 1348
Charleston, WV 25325–1348
Toll Free: (800) 624–9120
Phone: (304) 347–0400
TTY: (304) 347–0401
Fax: (304) 347–0487
E-mail: lanhamb@ael.org
Web: http://aelvira.ael.org/erichp.htm

Scope includes programs; practices; and economic, cultural, social, or other factors related to education for rural residents, American Indians, Alaska Natives, Mexican Americans, and migrants; educational practices and programs in all small schools; and outdoor and experiential education.

Science, Mathematics, and Environmental Education (SE)
Ohio State University
1929 Kenny Road
Columbus, OH 43210–1080
Toll Free: (800) 276–0462
Phone: (614) 292–6717
Fax: (614) 292–0263
E-mail: ericse@osu.edu
Gopher: gopher.ericse.ohio-state.edu
Web: http://www.ericse.org

Covers science, mathematics, and environmental education at all levels, including the development of curriculum and instruction materials; teachers and teacher education; learning theory and outcomes (including the impact of parameters such as interest level, intelligence, values, and concept development on learning in these fields); educational programs; research and evaluative studies; media applications; and computer applications.

Social Studies/Social Science Education (SO)
Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, IN 47408–2698
Toll Free: (800) 266–3815
Phone: (812) 855–3838
Fax: (812) 855–0455
E-mail: ericso@indiana.edu
Web: http://www.indiana.edu/~ssdc/eric_chess.htm

Covers all levels of social studies and social science education; the contributions of history, geography, and other social science disciplines; applications of theory and research to social science education; education as a social science; comparative education (K-12); and content and curriculum materials on such social topics as law-related education, ethnic studies, bias and discrimination, aging, and women's equity. Music and art education are also covered. The Adjunct ERIC Clearinghouse for International Civic Education, the Adjunct ERIC Clearinghouse for Law-Related Education, the Adjunct ERIC Clearinghouse on Service Learning, and the National Clearinghouse for U.S.-Japan Studies are all associated with ERIC/SO.

Teaching and Teacher Education (SP)
American Association of Colleges for Teacher Education
One Dupont Circle, NW, Suite 610
Washington, DC 20036–1186
Toll Free: (800) 822–9229
Phone: (202) 293–2450
Fax: (202) 457–8095
E-mail: ericsp@inet.ed.gov
Web: http://www.ericsp.org

Covers school personnel issues at all levels, including teacher recruitment, selection, licensing, certification, training, preservice and inservice preparation, evaluation, retention, and retirement; the theory, philosophy, and practice of teaching; curricula and general education not specifically covered by other clearinghouses; and organization, administration, finance, and legal issues relating to teacher education programs and institutions. Also covers all aspects of health, physical, recreation, and dance education. The Adjunct ERIC Clearinghouse on Clinical Schools is associated with ERIC/SP.

Urban Education (UD)
Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 303, Box 40
New York, NY 10027–6696
Toll Free: (800) 601–4868
Phone: (212) 678–3433
Fax: (212) 678–4012
E-mail: eric-cue@columbia.edu
Web: http://eric-web.tc.columbia.edu

Covers programs and practices in public, parochial, and private schools in urban areas and the education of particular racial and ethnic minority children and youth in various settings—local, national, and international; the theory and practice of educational equity; urban and minority experiences; and urban and minority social institutions and services.

Adjunct Clearinghouses

Adjunct ERIC Clearinghouses are associated with the ERIC Clearinghouse whose scope overlaps the narrower scope of the adjunct. Each adjunct identifies and acquires significant literature within its scope area. The clearinghouse with which the adjunct is associated then catalogs, indexes, and abstracts the documents for inclusion in the ERIC database. Like the larger clearinghouses, the adjuncts provide free reference and referral services in their subject areas.

Child Care
National Child Care Information Center
301 Maple Avenue West, Suite 602
Vienna, VA 22180
Toll Free: (800) 616–2242
Fax: (800) 716–2242
E-mail: agoldstein@acf.dhhs.gov
Web: http://ericps.crc.uiuc.edu/nccic/nccichome.html

Covers all areas of child care information; current research; acquisition of documents; listings and abstracts of publications and resources; and the development of electronic child care information resources for the World Wide Web.

Clinical Schools

American Association of Colleges
for Teacher Education
One Dupont Circle, NW, Suite 610
Washington, DC 20036-1186
Toll Free: (800) 822-9229
Phone: (202) 293-2450
Fax: (202) 457-8095
E-mail: iabdalha@inet.ed.gov
Web: http://www.aacte.org/menu2.html

Provides information on clinical schools, professional development schools, professional practice schools, and similar institutions; acquires, abstracts, and processes literature on clinical schools for the ERIC database; produces bibliographies, periodic papers, digests, and other materials on issues related to clinical schools; and conducts research on clinical schools.

Consumer Education

National Institute for Consumer Education
Eastern Michigan University
207 Rackham Building
Ypsilanti, MI 48197
Phone: (313) 487-2292
Fax: (313) 487-7153
E-mail: Rosella.Bannister@emich.edu
Web: http://www.emich.edu/public/coe/nice

Includes consumer and personal finance education throughout the life cycle; examines decision making, problem solving, value and goal identification, acquisition of resources, activities in spending and borrowing, savings and investments, protection of resources (for example, using insurance and conservation), purchases of goods and services, rights and responsibilities, laws and regulations, and consumer assistance and advocacy within economic, political, and social contexts.

Entrepreneurship Education

Center for Entrepreneurial Leadership
Ewing Marion Kauffman Foundation
4900 Oak Street
Kansas City, MO 64112-2776
Toll Free: (888) 423-5233
Phone: (310) 206-9549
Fax: (310) 206-8095
E-mail: celcee@ucla.edu
Web: http://www.celcee.edu

Provides information on all aspects of entrepreneurship education at every level—including K-12, postsecondary, and nonprofit and corporate organizations—as well as programs for small business development; acquires, abstracts, and processes materials on entrepreneurship education for posting to the adjunct's Web site (*http://www.celcee.edu*); and forwards appropriate materials to ERIC for entry into that database.

ESL Literacy Education

Center for Applied Linguistics
1118 22nd Street, NW
Washington, DC 20037-1214
Phone: (202) 429-9292, Extension 200
Fax: (202) 659-5641
E-mail: ncle@cal.org
Web: http://www.cal.org/ncle

Covers all aspects of literacy education for adults and out-of-school youth with limited English proficiency (LEP). Specific topics covered include development of reading, writing, computational, and communication skills; programs and projects in employment or in occupational or vocational training; workplace literacy programs; family literacy programs; intergenerational literacy programs; program design, development, implementation, and evaluation; outreach, including student assessment and placement; teaching methods, approaches, and techniques; technologies in the teaching of LEP adults; training and resource materials for teachers, instructors, and volunteers; training of trainers; student curricular materials; learning styles; cross-cultural considerations in literacy education; English as a second language for LEP adults; native language literacy for LEP adults; research on second language literacy; and citizenship instruction for LEP adults.

International Civic Education

Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, IN 47408
Toll Free: (800) 266-3815
Phone: (812) 855-3838
Fax: (812) 855-0455
E-mail: patrick@indiana.edu

Covers all aspects of civic education in countries around the world, with an emphasis on the principles and practices of democracy in citizenship education and comparative education for democratic citizenship.

Law-Related Education

Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, IN 47408
Toll Free: (800) 266-3815
Phone: (812) 855-3838
Fax: (812) 855-0455
E-mail: ericso@indiana.edu
Web: http://www.indiana.edu/~ssdc/lre.html

Covers all areas of law-related education, including citizenship education, the U.S. Constitution, the law, legal issues, and the Bill of Rights.

Service Learning
University of Minnesota
College of Education and Human Development
1954 Buford Avenue, Room R–460
St. Paul, MN 55108
Toll Free: (800) 808–SERV (808–7378)
Phone: (612) 625–6276
Fax: (612) 625–6277
E-mail: serv@maroon.tc.umn.edu
Gopher: gopher.nicsl.coled.umn.edu
Web: http://www.nicsl.coled.umn.edu

Covers all areas of service learning that connect community service experiences with academic learning, personal growth, and civic responsibility.

Test Collection
Educational Testing Service
Princeton, NJ 08541
Phone: (609) 734–5737
Fax: (609) 683–7186
E-mail: mhalpern@ets.org
Gopher: gopher.cua.edu, Special Resources
Web: http://ericae.net/testcol.htm

Prepares descriptions of commercially available and noncommercially available tests, checklists, instruments, questionnaires, and other assessment and evaluation tools.

TRIO Clearinghouse
1025 Vermont Avenue, NW, Suite 900
Washington, DC 20005
Phone: (202) 347–2218
Fax: (202) 347–0786
E-mail: clearinghouse@hq.nceoa.org
Web: http://www.trioprograms.org

Covers all areas of higher education access for first generation, low-income, and disabled students. Also refers to retention and recruitment issues for these same groups of students in postsecondary education. Terms and concepts associated with this adjunct clearinghouse include Upward Bound, Talent Search, Educational Opportunities Centers, Ronald McNair Post-Baccalaureate Achievement, low-income groups, poverty programs, educational opportunity, access to education, equal education, nondiscriminatory education, recruitment, and retention.

U.S.-Japan Studies
Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, IN 47408–2698
Toll Free: (800) 266–3815
Phone: (812) 855–3838
Fax: (812) 855–0455
E-mail: japan@indiana.edu
Web: http://www.indiana.edu/~japan

Covers all aspects of teaching and learning about Japanese society and culture, including economics, language training, politics, and U.S.-Japan relations.

Affiliated Clearinghouse

National Clearinghouse for Educational Facilities
1750 Kraft Drive, Suite 2200
Blacksburg, VA 24060
Toll Free: (888) 552–0624
Fax: (540) 552–1470
E-mail: tbarrett@edfacilities.org

Scope covers the design, construction, equipping, furnishing, maintenance, renovation, rehabilitation, mechanical operation, and demolition of elementary and secondary educational facilities and their associated physical plants. Includes technical and operational matters relating to these facilities that pertain to electrical wiring, heating, plumbing, lighting, machinery, building materials, energy efficiency, removal of architectural barriers, health and safety features (including asbestos and air quality), and environmental standards. Also focuses on other aspects pertaining to educational facilities, such as strategic planning; selection and acquisition of sites; planning and financing of construction and capital improvement programs; bond issues for capital expenditures; zoning; local, state, and federal financial support and interagency collaboration; revenue sharing to improve infrastructure; student enrollment projections and class scheduling practices as they relate to the size and capacity of facilities required to meet these needs; student housing plans; management procedures; life-cycle and cost-benefit analyses and evaluations; the role and responsibility of local and state school boards of education in these matters; and new technology as it pertains to the construction and special features of these facilities, such as media centers, laboratories, and libraries.

Support Components

ERIC support components produce, publish, and disseminate systemwide ERIC products and services.

ACCESS ERIC
2277 Research Boulevard, 7A
Rockville, MD 20850
Toll Free: (800) LET–ERIC (538–3742)
Phone: (301) 519–5789
Fax: (301) 519–6760
E-mail: acceric@inet.ed.gov
Web: http://www.aspensys.com/eric

ACCESS ERIC coordinates ERIC's outreach and systemwide dissemination activities; develops new ERIC publications; and provides general reference and referral services. Publications and directories include *A Pocket Guide to ERIC*, *All About ERIC*, *The ERIC Review*, *ERIC Users' Interchange*, the *Catalog of ERIC Clearinghouse Publications*, the *ERIC Calendar of Education-Related Conferences*, the *ERIC Directory of Education-Related Information Centers*, and the *Directory of ERIC Resource Collections*. ACCESS ERIC also produces a series of Parent Brochures and maintains the ERIC systemwide Web site and the ERICNews listserv.

ERIC Document Reproduction Service (EDRS)

DynEDRS, Inc.
7420 Fullerton Road, Suite 110
Springfield, VA 22153-2852
Toll Free: (800) 443-ERIC (3742)
Phone: (703) 440-1400
Fax: (703) 440-1408
E-mail: service@edrs.com
Web: http://edrs.com

EDRS produces and sells electronic, microfiche, and paper copies of documents abstracted in ERIC. Back collections of ERIC documents, annual subscriptions, cumulative indexes, and other ERIC-related products are also available from EDRS. Users can conveniently order ERIC documents by toll-free phone; fax; mail; or online through e-mail (*service@edrs.com*), the EDRS Web site (*http://edrs.com*), or commercial online vendors including DIALOG and OCLC. Call EDRS for more information.

ERIC Processing and Reference Facility

Computer Sciences Corporation
1100 West Street, Second Floor
Laurel, MD 20707-3598
Toll Free: (800) 799-ERIC (3742)
Phone: (301) 497-4080
Fax: (301) 953-0263
E-mail: ericfac@inet.ed.gov
Web: http://ericfac.piccard.csc.com

The ERIC Processing and Reference Facility is the central editorial and computer processing agency that coordinates document processing and database-building activities for ERIC; performs acquisition, lexicographic, and reference functions; and maintains systemwide quality control standards. The Facility also prepares *Resources in Education (RIE)*, ERIC Ready References, the ERIC-on-NISC Disc CD-ROM, and other products.

Publishers

The Oryx Press

4041 North Central Avenue, Suite 700
Phoenix, AZ 85012-3397
Toll Free: (800) 279-ORYX (6799)
Phone: (602) 265-2651
Fax: (800) 279-4663; (602) 265-6250
E-mail: info@oryxpress.com
Web: http://www.oryxpress.com

The Oryx Press publishes the monthly and semiannual editions of *Current Index to Journals in Education (CIJE)*, the *Thesaurus of ERIC Descriptors*, the *ERIC Identifier Authority List (IAL)*, the *Semiannual Index of Resources in Education (RIE)*, the *RIE Annual Cumulation Abstracts*, and the *RIE Annual Cumulation Index*.

United States Government Printing Office (GPO)

Superintendent of Documents
P.O. Box 371954
Pittsburgh, PA 15250-7954
Phone: (202) 512-1800
Fax: (202) 512-2250
Web: http://www.access.gpo.gov

GPO publishes and sells subscriptions to *Resources in Education (RIE)*.

How To Start an ERIC Resource Collection

Libraries and other resource centers can make ERIC available on even a modest budget. The ERIC database is available on CD-ROM, online, and in print indexes. Full-text copies of most ERIC documents can be ordered in three formats: paper, microfiche, and electronically via the Internet.

Computer Searching

CD-ROM

CD-ROM versions of the ERIC database are updated quarterly and are sold on a set-fee subscription basis, which makes them a cost-effective option for libraries that offer open access. Advances in networking technology allow multiple users to access a single CD-ROM database simultaneously; ask any vendor about a multiuse license.

Several vendors currently produce ERIC on CD-ROM for both PC and Macintosh platforms. The CD-ROMs are designed to be user friendly (requiring minimal instruction), yet they offer powerful search features. For a list of CD-ROM vendors' addresses and phone numbers, see page 30.

Online Access Through Commercial Services

Online access to ERIC is available through several commercial vendors. Most of these vendors offer sophisticated search capabilities, the ability to access the entire ERIC database (from 1966 to the latest month), and access to a host of other databases that may interest users. However, the users must be trained in the vendor's search language to effectively use the most powerful search capabilities; therefore, this type of searching is usually performed by librarians and other professionals. Costs include a membership fee and charges based on the number of minutes that the user is connected to the service and the number of citations that are downloaded. Commercial online vendors' addresses and phone numbers are listed on page 30.

Locally Mounted Systems

Some institutions, especially universities and state university systems, mount ERIC data on their mainframe computers for their users. The host institutions bear the cost of maintaining the database, select the search software, and determine their own access policies. In some cases, the ERIC database is linked to the library's online public access catalog (OPAC) and is searched with the same interface. To buy the ERIC database tapes for programming and mounting, contact the ERIC Processing and Reference Facility at 1-800-799-ERIC (or see the Facility's other contact information on page 24).

Print Index Searching

Manual searching of the ERIC database can be provided by subscribing to the print indexes *Resources in Education (RIE)* and *Current Index to Journals in Education (CIJE). RIE* covers the educational document literature and contains five types of indexes: subject, author, institution, publication type,

and Clearinghouse/ED number. *RIE* is printed monthly and is available by subscription from the United States Government Printing Office (GPO). To subscribe to *RIE*, contact GPO at 202-512-1800 or see page 24 for other contact information.

CIJE covers articles from more than 900 periodicals and has three types of indexes: author, subject, and journal content. It is printed monthly and is available by subscription from The Oryx Press. To subscribe to *CIJE*, contact The Oryx Press at 1-800-279-ORYX or see page 24 for other contact information.

ERIC Microfiche

Approximately 95 percent of the documents listed in the ERIC database are available on microfiche from the ERIC Document Reproduction Service (EDRS). Nearly 1,000 organizations subscribe to the complete ERIC microfiche collection, and others subscribe to partial or subject-specific collections.

Libraries and other resource centers with substantial budgets will want to invest in the entire ERIC microfiche collection, but you can purchase specialized collections that suit your budget and your specific areas of interest. Subject-specific collections are available in each of the 16 areas covered by the ERIC Clearinghouses. For example, you can purchase a microfiche collection on elementary and early childhood education or on reading and communication skills. EDRS also sells special collections on current topics, including alternative assessment; restructuring schools; multicultural education; and black history, culture, and literature.

To learn more about ERIC microfiche collections, contact EDRS at 1-800-443-3742 or see page 24 for other contact information.

Thesaurus of ERIC Descriptors

An essential purchase for any site that offers access to ERIC is the *Thesaurus of ERIC Descriptors*. The *Thesaurus* is the master list of ERIC's more than 10,000 subject headings used in indexing and searching. To get the best results from an ERIC search, users should start by converting their search question to the most appropriate ERIC descriptors. The *Thesaurus* includes complete cross-reference structures and rotated and hierarchical displays.

To order the *Thesaurus*, contact The Oryx Press at 1-800-279-ORYX or see page 24 for additional contact information.

Additional ERIC Resources for Libraries and Information Centers

Libraries can obtain ERIC training materials, directories, and products that help users understand ERIC. These include:

- *All About ERIC*
- *A Pocket Guide to ERIC*
- *The ERIC Review*
- *Catalog of ERIC Clearinghouse Publications*
- *Directory of ERIC Resource Collections*
- *ERIC Directory of Education-Related Information Centers*
- *ERIC Calendar of Education-Related Conferences*
- ERIC Overhead Transparency Masters
- *ERIC In Action* (video)
- *ERIC Users' Interchange* (newsletter)

For more information on the resources above, call ACCESS ERIC at 1-800-LET-ERIC (538-3742).

The ERIC Processing and Reference Facility offers a number of free and low-cost publications that are useful references for libraries and information centers that provide access to ERIC. These publications include the *ERIC Identifier Authority List*, the *ERIC/RIE Title Index*, and the *Institutional Source Directory*. The Facility also produces a series of free ERIC Ready References designed to provide a maximum amount of information on a single, well-defined topic related to the ERIC database. Current titles include "What Kinds of Documents Are in the ERIC Database *(RIE)*?" "Journals Currently Covered by *CIJE*," "Field Labels/Tags in Use by Online and CD-ROM System Vendors for the ERIC Database," and "ERIC Digests" (title list).

For pricing information and a complete list of available indexes and search aids, contact the ERIC Processing and Reference Facility at 1-800-799-ERIC (799-3742) or see page 24 for additional contact information.

Onsite Training

ERIC staff are available to conduct training programs, seminars, and workshops. If you have a group that could benefit from expert training on how to use ERIC, contact ACCESS ERIC at 1-800-LET-ERIC (538-3742) or call one of the subject-specific ERIC Clearinghouses (see pages 18-23 for a list of addresses and phone numbers for the clearinghouses).

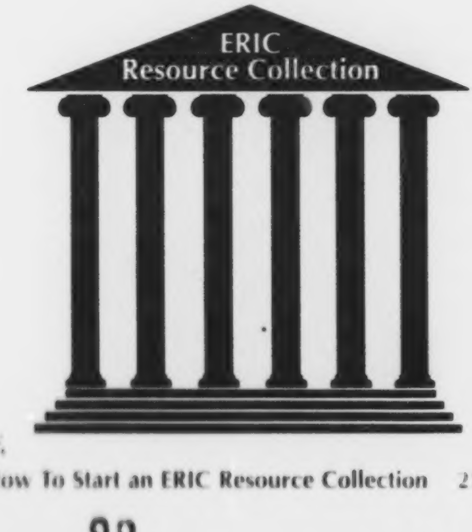
ERICNews

The ERICNews listserv is ERIC's read-only mailing list. Subscribers receive updates every other month on the latest ERIC systemwide initiatives, products, and services, including:

- New ERIC document delivery services
- New ERIC publications and products
- ERIC Web site enhancements and updates
- Systemwide administrative announcements

To subscribe to the ERICNews listserv, access *listproc@aspensys.com* and type the command:

subscribe ERICNews "firstname" "lastname" in the body of the message (replace "first name" and "lastname" with your name; do not use quotation marks). For further information about ERICNews, contact ACCESS ERIC at 1-800-LET-ERIC (538-3742).



APPENDIXES

ERIC Search Worksheet

Topic:

Concepts and Descriptors:

OR	CONCEPT 1	AND	CONCEPT 2	AND	CONCEPT 3
	Descriptors:		**Descriptors:**		**Descriptors:**

Additional Search Restrictions:

(for example, document types, educational level/age group, publication dates)

ERIC Online and CD-ROM Vendors

Online Vendors

Data-Star/Dialog
Plaza Suite
114 Jermyn Street
London SW1Y 6HJ
England
Phone: +44 71 930 7646
Fax: +44 71 930 2581

Knight-Ridder Information, Inc.
Dialog Information Services
2440 West El Camino Real
Mountain View, CA 94040–1400
Toll Free: (800) 334–2564
Phone: (650) 254–8700
Fax: (650) 254–8123

National Information Services Corporation (NISC)
Wyman Towers, Suite 806
3100 St. Paul Street
Baltimore, MD 21218
Phone: (410) 243–0797
Fax: (410) 243–0982

OCLC (Online Computer Library Center)
6565 Frantz Road
Dublin, OH 43017-3395
Toll Free: (800) 848-5878
Phone: (614) 764–6000
Fax: (614) 764-6096

Ovid Technologies
333 Seventh Avenue, Fourth Floor
New York, NY 10001
Toll Free: (800) 950-2035
Phone: (212) 563-3006
Fax: (212) 563-3784

CD-ROM Vendors

CASPR Library Systems
100 Park Center Plaza, Suite 550
San Jose, CA 95113
Toll Free: (800) 852-2777
Phone: (408) 882-0600
Fax: (408) 882-0608

EBSCO Publishers
10 Estes Street
P.O. Box 682
Ipswich, MA 01938
Toll Free: (800) 653–2726
Phone: (978) 356–6500
Fax: (978) 356–6565

ERIC Processing and Reference Facility
Computer Sciences Corporation
1100 West Street, Second Floor
Laurel, MD 20707-3598
Toll Free: (800) 799-ERIC (3742)
Phone: (301) 497–4080
Fax: (301) 953-0263

Knight-Ridder Information, Inc.
Dialog Information Services
2440 West El Camino Real
Mountain View, CA 94040-1400
Toll Free: (800) 334–2564
Phone: (650) 254–8700
Fax: (650) 254–8123

National Information Services Corporation (NISC)
Wyman Towers, Suite 806
3100 St. Paul Street
Baltimore, MD 21218
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Glossary

Adjunct Clearinghouses	Clearinghouses that are associated with and contribute to the ERIC system and that have narrower scopes than the 16 major ERIC Clearinghouses. Almost all adjuncts have funding from sources other than the Office of Educational Research and Improvement. Adjuncts are usually affiliated with one of the major clearinghouses and perform many of the same functions.
Boolean Logic	A system, named after the English mathematician George Boole, for symbolizing logical statements by using the operators AND, OR, and NOT. Boolean logic is often used in information retrieval to define the limits of a computer search. The Boolean operator AND finds records containing both terms; OR finds records containing either one or both terms; and NOT finds records containing the first term but not the second.
CD-ROM	Acronym for "compact disk read only memory." These disks can hold up to 250,000 pages of text that can be searched and retrieved using microcomputers. The ERIC database is available in this format from several vendors.
Clearinghouses	Components of the ERIC system that are funded to collect, abstract, and index education materials for the ERIC database; respond to requests for information in their subject areas; and produce special publications on current research, programs, and practices.
Descriptors	Subject terms used to index and search for documents and journal articles in the ERIC database.
Digests	Two-page research syntheses or overviews of education topics.
ERIC Documents (EDs)	Research reports, program descriptions, teaching guides, and other education-related publications that have been abstracted and indexed in *Resources in Education (RIE)* and the ERIC database.
ERIC Journal Articles (EJs)	Education-related articles that have been annotated and indexed in *Current Index to Journals in Education (CIJE)* and the ERIC database.
ERIC Partners	Agencies and organizations with constituencies interested in education that have expressed a willingness to facilitate the exchange of information between ERIC and their constituents.

ERIC Resource Collection	A library or other information center that provides individuals with access to the ERIC database and related resources. ERIC resource collections do one or more of the following: provide online or CD-ROM access to the ERIC database; maintain sizable collections of ERIC microfiche; and subscribe to and collect ERIC publications, including *Resources in Education (RIE)*, *Current Index to Journals in Education (CIJE)*, the *Thesaurus of ERIC Descriptors*, and/or ERIC Clearinghouse publications.
Identifiers	Searchable key words used to index documents and journal articles in the ERIC database. Identifiers are used to index geographic locations, personal names, test or program names, and other concepts not covered by descriptors.
Internet	The international computer network consisting of many smaller networks that are interconnected.
Microfiche	A sheet of microfilm containing rows of microimages of pages of printed matter. Approximately 95 percent of the documents abstracted in the ERIC database can be ordered in microfiche from the ERIC Document Reproduction Service and viewed on microfiche readers at libraries that subscribe to the ERIC Microfiche Collection.
Online	A function performed with the user in direct contact with the computer, interacting in real time.
Online Vendors	Organizations that maintain databases and related software on their computer systems and sell online retrieval time to clients at multiple remote locations.

The U.S. Department of Education

Now that you know all about ERIC, make sure you also learn about all of the programs and services available from the U.S. Department of Education (ED). A great place to start is the Department's main Web site at *http://www.ed.gov.* This dynamic site is updated daily and features sections on:

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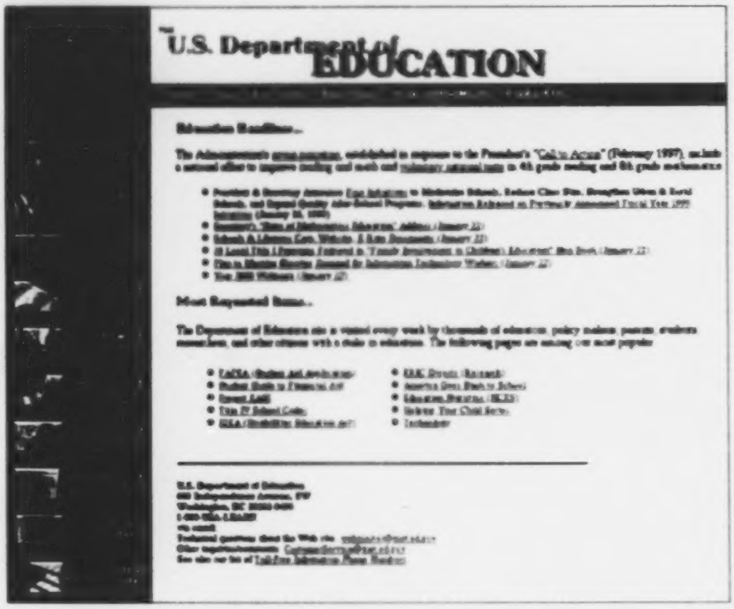

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The ERIC Processing and Reference Facility regularly produces a series of "ERIC Ready References" each designed to provide concise, factual information on a single, well-defined ERIC database-related topic. While most are single page quick reference sheets, some have expanded to several pages, e.g., list of ERIC Digests (#10A/B), as the information displayed has expanded. New ideas for Ready References are solicited and are regularly evaluated. ERIC Ready References are useful in responding to reference inquiries and may be obtained from the ERIC Facility free of charge.

Ready Reference Number	Title	Date of Latest Edition
1	ERIC Accession Number Ranges (by year) (Annual)	Feb 1996
2	ERIC Publication Types (Total List of Available Types)	Jan 1995
3	Sample Resumes (RIE and CIJE)	Nov 1994
4	How to Use the *Thesaurus of ERIC Descriptors* for an Effective ERIC Search	Jan 1995
5	ERIC Price Codes (Used with ERIC document citations)	Dec 1995
6	ERIC Network Components (Addresses, telephone numbers and brief scope notes)	Aug 1996
7	ERIC Fact Sheet (Annual)	Apr 1995
8	Target Audience (Data field added in 1984)	Sep 1992
9	ERIC Digests (What they are and how to get them)	Mar 1993
10A	ERIC Digests - (A Complete list of All ERIC Digests to Date — *Arranged by Title*)	Aug 1995
10B	ERIC Digests - (A Complete list of All ERIC Digests to Date — *Arranged by Clearinghouse*)	
11	ERIC Microfiche Statistics (1966 to date) (Annual)	Feb 1996
12	[Not in Use]	—
13	ERIC Search Aids (Annotated List)	Nov 1993
14	Document Delivery (ED and EJ) (How to get ERIC Documents and Journal Articles)	Jan 1995
15	The Costs of Becoming an ERIC Information Service Provider (Three Levels)	May 1991
16	What Kinds of Documents are in the ERIC Database (RIE)? (A Ranked List)	Apr 1995
17A	Journals Currently Covered by CIJE — (*Arranged by Title*)	Nov 1995
17B	Journals Currently Covered by CIJE — (*Arranged by Clearinghouse*)	
18	Field Labels/Tags in Use by Online and CD-ROM System Vendors for the ERIC Database	Mar 1995
19	ERIC-at-a-Glance: ERIC System Components Graphically Displayed	May 1996
20	ERIC-on-CD-ROM	Aug 1996

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1967	ED	010 094	—	012 348	——			
1968	ED	012 349	—	021 151	——			
1969	ED	021 152	—	031 604	EJ	000 001	—	011 707
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1971	ED	042 061	—	054 390	EJ	027 600	—	045 271
1972	ED	054 391	—	066 620	EJ	045 272	—	062 751
1973	ED	066 621	—	080 787	EJ	062 752	—	082 164
1974	ED	080 788	—	095 253	EJ	082 165	—	101 872
1975	ED	095 254	—	110 594	EJ	101 873	—	121 926
1976	ED	110 595	—	127 413	EJ	121 927	—	142 252
1977	ED	127 414	—	142 684	EJ	142 253	—	163 351
1978	ED	142 685	—	157 987	EJ	163 352	—	186 217
1979	ED	157 988	—	174 743	EJ	186 218	—	207 484
1980	ED	174 744	—	190 736	EJ	207 485	—	229 235
1981	ED	190 737	—	205 670	EJ	229 236	—	250 663
1982	ED	205 671	—	219 495	EJ	250 664	—	267 876
1983	ED	219 496	—	233 122	EJ	267 877	—	286 200
1984	ED	233 123	—	247 369	EJ	286 201	—	305 036
1985	ED	247 370	—	260 172	EJ	305 037	—	323 036
1986	ED	260 173	—	272 646	EJ	323 037	—	340 802
1987	ED	272 647	—	284 955	EJ	340 803	—	358 804
1988	ED	284 956	—	297 084	EJ	358 805	—	375 771
1989	ED	297 085	—	309 233	EJ	375 772	—	394 599
1990	ED	309 234	—	322 285	EJ	394 600	—	412 631
1991	ED	322 286	—	335 440	EJ	412 632	—	430 750
1992	ED	335 441	—	348 465	EJ	430 751	—	449 542
1993	ED	348 466	—	360 465	EJ	449 543	—	468 113
1994	ED	360 466	—	373 138	EJ	468 114	—	488 942
1995	ED	373 139	—	385 671	EJ	488 943	—	509 434
1996	ED	385 672	—	398 351	EJ	509 435	—	528 867
1997	ED	398 352	—	410 370	EJ	528 868	—	548 446

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ERIC Ready Reference #2
Revised January 1995

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	COLLECTED WORKS
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021	— Conference Proceedings
022	— Serials
030	**CREATIVE WORKS** (Literature, Drama, Fine Arts)
	DISSERTATIONS/THESES
040	— Undetermined
041	— Doctoral Dissertations
042	— Masters Theses
043	— Practicum Papers
	GUIDES
050	— General (use more specific code, if possible)
	— Classroom Use
051	— — Instructional Materials (For Learner)
052	— — Teaching Guides (For Teacher)
055	— Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, Researchers, Counselors, etc.)
060	**HISTORICAL MATERIALS**
070	**INFORMATION ANALYSES** (State-of-the-Art Papers, Research Summaries, Literature Reviews, etc.)
071	— ERIC Information Analysis Products (IAPs)
072	— Book/Product Reviews
073	— ERIC Digests (Selected) in Full Text
074	— Non-ERIC Digests (Selected) in Full Text

CODE	*PUBLICATION TYPE*
080	**JOURNAL ARTICLES**
090	**LEGAL/LEGISLATIVE/REGULATORY MATERIALS**
100	**AUDIOVISUAL/NON-PRINT MATERIALS**
101	— Computer Programs
102	— Machine-Readable Data Files (MRDFs)
110	**STATISTICAL DATA** (Numerical, Quantitative, etc.)
120	**VIEWPOINTS** (Opinion Papers, Position Papers, Essays, etc.)
	REFERENCE MATERIALS
130	— General (use more specific code, if possible)
131	— Bibliographies/Annotated Bibliographies
132	— Directories/Catalogs
133	— Geographic Materials/Maps
134	— Vocabularies/Classifications/Dictionaries
	REPORTS
140	— General (use more specific code, if possible)
141	— Descriptive (i.e., Project Descriptions)
142	— Evaluative/Feasibility
143	— Research/Technical
150	**SPEECHES, CONFERENCE PAPERS**
160	**TESTS, EVALUATION INSTRUMENTS**
170	**TRANSLATIONS**
171	— Multilingual/Bilingual Materials

ERIC® **Ready Reference #3**
Revised August 1997

Sample Document Resume

(for *Resources in Education*)

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s)

Title

Institution. (Organization where document originated.)

Date Published

Contract or Grant Number

Language of Document—documents written entirely in English are not designated, although "English" is carried in their computerized records.

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

ERIC Document Reproduction Service (EDRS) Availability—"MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

Abstractor's Initials

ED 654 321 CE 123 456
Butler, Kathleen *Smith, B. James*
Career Planning for Women.
Central Univ., Chicago, IL.
Spons Agency — Office of Educational Research and Improvement (ED), Washington, DC.
Report No. — ISBN-0-3333-5568-1; OERI-91-34
Pub Date — May 92
Contract — RI900000
Note — 30p.; An abridged version of this report was presented at the National Conference on Educational Opportunities for Women (9th, Chicago, IL, May 14-16, 1992).
Available from — Campus Bookstore, 123 College Avenue, Chicago, IL 60690 ($5.95).
Language —English, Spanish
Journal Cit—Women Today; v13 n3 p1-14 Jan 1992
PubType— Reports—Descriptive (141)—Tests/Questionnaires (160)
EDRS Price—MF01/PC02 Plus Postage.
Descriptors — Career Guidance, *Career Planning, *Demand Occupations, *Employed Women, *Employment Opportunities, Females, Labor Force, Labor Market, Postsecondary Education
Identifiers — Consortium of States, *National Occupational Competency Testing Institute

Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1990 and 1999, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information (in English and in Spanish) concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (Contains 45 references.) (SB)

Clearinghouse Accession Number

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Alternate source for obtaining document

Journal Citation

Descriptors—subject terms found in the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms (preceded by an asterisk) are printed in the Subject Index.

Identifiers—additional identifying terms not found in the *Thesaurus*. Only the major terms (preceded by an asterisk) are printed in the Subject Index.

Informative Abstract

Sample Journal Article Resume

(for *Current Index to Journals in Education*) (CIJE)

ERIC Accession Number	**EJ 378 676** CS 736 728	**Clearinghouse Accession Number**
Title	**Conversational Memory: The Effects of Time, Recall, Mode and Memory Expectancies on Remembrances of Natural Conversations.**	**Journal Citation**
Author(s)	Stafford, Laura; And Others *Human Communication Research*; v14 n2 p203-29 Win 1987 (Reprint: UMI)	**Publication Date (at end of Citation)** **Reprint Availability**
Descriptors (major descriptors are starred)	*Descriptors:* *Recall (Psychology); Communication Research; *Long Term Memory; Short Term Memory; Interpersonal Communication; Higher Education	
Identifiers (major identifiers are starred)	*Identifiers:* *Conversation; *Memory Span; Memory Behavior	
	Note: Theme issue topic: "Memory and Human Communication."	**Note**
	Examines changes in participants' memories for natural conversations over a one month period. Reports that after one month, participants recalled less content and reported more descriptive statements, made more inferences, and were less accurate than when they had recalled the conversations immediately. (MM)	**Annotation** (50 Words or Less) **Annotator's Initials**

ERIC® Ready Reference #4
January 1995

How to Use the
Thesaurus of ERIC Descriptors
for an Effective ERIC Search

FIRST...

1. Identify your specific topic, in your own terms.

2. "Translate" your topic into ERIC Descriptors (subject index terms). The Rotated Descriptor Display in the back of the *Thesaurus* may help you.

3. List the best Descriptors and locate them in the Alphabetical Descriptor Display (the main part of the *Thesaurus*).

   a. Read the Scope Notes (SNs) for information on how ERIC uses the terms.

   b. Check the Broader Terms (BTs), Narrower Terms (NTs), and Related Terms (RTs) under your Descriptors and identify possible other Descriptors relevant to your topic.

   c. Make a list of other Descriptors that you might also use.

   d. Look up those Descriptors and repeat steps 3a-c.

4. Make a final list of the Descriptors most likely to have been used to represent your topic.

THEN...

FOR A MANUAL SEARCH:

Look under your Descriptors in the Subject Index of *Resources in Education* (RIE) and *Current Index to Journals in Education* (CIJE) monthly and cumulative issues to find titles relevant to your search.

FOR A COMPUTER SEARCH:

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NOTE: The Introduction to the *Thesaurus* contains information helpful to searchers on ERIC indexing rules, deleted and invalid Descriptors, and useful parts of the Descriptor entry, such as the date the term was added to the *Thesaurus* and the number of times it has been used.

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PC03	51—75	$12.63	MF03	577—672	$1.92
PC04	76—100	$16.84	MF04	673—768	$2.17
PC05	101—125	$21.05	MF05	770—865	$2.42
PC06	126—150	$25.26	MF06	866—961	$2.67
Each additional 25 pages or fraction = $4.21			Each additional 96 pages (1 microfiche) or fraction = $.25		

◆**EDRS prices effective January 1, 1998—December 31, 1998**

Shipping Rates Chart

PC and Mixed MF/PC Orders			Microfiche Only Orders		
Order Value	***Domestic◆***	***International***	***Order Value***	***Domestic◆***	***International***
Under $8.42	$3.95	$4.95	Under $1.43	$0.55	$1.55
$8.43—$16.84	$3.95	$7.25	$1.43—$1.67	$1.00	$2.00
$16.85—$25.00	$3.95	$11.95	$1.68—$1.92	$1.25	$2.25
$25.01—$50.00	$4.90	$17.00	$1.93—$4.99	$1.50	$2.50
$50.01—$75.00	$5.45	$30.00	$5.00—$7.30	$1.70	$2.75
$75.01—$100.00	$5.95	$35.00	$7.31—$9.72	$1.95	$2.95
$100.01—$125.00	$6.50	$45.00	$9.73—$12.31	$2.15	$3.15
$125.01—$150.00	$7.00	$50.00	$12.32—$14.56	$2.30	$3.30
$150.01—$175.00	$7.55	$60.00	$14.57—$17.15	$2.40	$3.40
$175.01—$200.00	$8.05	$65.00	$17.16—$19.40	$3.75	$4.75
$200.01—$225.00	$8.60	$70.00	$19.41—$25.00	$4.00	$5.25
$225.01—$250.00	$10.75	$75.00	If your Order Subtotal is over $25.00, please use the PC & Mixed MF/PC Order Rate Chart at left, starting with $25.01.		
$250.01—$275.00	$12.75	$80.00			
$275.01—$300.00	$14.75	$85.00			
Over $300.00	Contact EDRS for shipping charge.				

GENERAL INFORMATION

- CLAIMS POLICY—**ALL SALES ARE FINAL**. EDRS will replace products returned within 30 days of delivery due solely to reproduction defects or incompleteness caused by EDRS.
- DEPOSIT ACCOUNTS—For customers who have a continuing need for ERIC documents. See "PAYMENT," below.
  - DOMESTIC CUSTOMERS can establish an account for a $200.00 suggested minimum. In Virginia, if tax exempt, include a copy of the tax exemption certificate.
  - INTERNATIONAL CUSTOMERS can establish an account for a recommended minimum of $300.
- DOCUMENT AVAILABILITY—ERIC uses 3 codes to indicate the format in which a document is available
  - **Level 1**—available in both paper and microfiche; 1993 forward available in electronic format ($2.50 Base Price + $0.10 per page) via online order form
  - **Level 2**—available in microfiche only
  - **Level 3**—not available through EDRS; see "Available From" in the abstract for source information
- EJ ARTICLES—ERIC Journal (EJ) articles are **NOT** available through EDRS. For copies contact:
  - CARL Uncover: 800-787-7979 or 303-758-3030
  - ISI Document Solution: 800-523-1850 or 215-386-4399
  - UMI InfoStore: 800-248-0360 or 415-433-5500
- PAPER COPY (PC)—A laser-printed reproduction of electronic images created from the microfiche of the original document with a Vellum Bristol cover to identify and protect the document.
- PAYMENT
  - Prices do not include any sales, use, excise, or similar taxes that may apply to the sale of microfiche or paper copy to the customer. The cost of such taxes, if any, shall be borne by the customer.
  - We accept purchase orders from U.S. customers; terms are net 30 days. All other orders must be pre-paid in U.S. dollars drawn on a U.S. bank (check, money order, credit card, or EDRS deposit account).
  - The DynEDRS, Inc. Federal ID # is 54-1828547

◆ **Domestic = Customers in Canada, Mexico, and the United States, including Puerto Rico and regions administered by the United States.**

ERIC NETWORK COMPONENTS

The ERIC network of organizations is comprised of the following major components:

- **ERIC Program Office**

The central funding and monitoring unit within the U.S. Department of Education, Office of Educational Research and Improvement (OERI). Responsible for overall management of the ERIC network.

Educational Resources Information Center (ERIC)
National Library of Education (NLE)
Office of Educational Research and Improvement (OERI)
555 New Jersey Avenue, N.W.
Washington, DC 20208-5721

Telephone:	202-219-2221
FAX:	202-219-1817
e-mail:	eric@inet.ed.gov

- **ERIC Clearinghouses**

Sixteen contractors from the academic and not-for-profit sectors, each responsible for collecting the significant educational literature within their particular scope of interest area (e.g., career education), selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the database, and also for synthesizing the literature and providing information analysis products (e.g., Digests) and various user services. (See list on p. 2-3.)

- **Adjunct ERIC Clearinghouses**

Various organizations that cooperate with ERIC Clearinghouses at no cost to ERIC to cover a particular specialized area of education in which they have a special interest, e.g., consumer education. (See list on p. 4.)

- **ERIC Support Components**

Four components providing various specialized technical services in support of the ERIC Program Office, ERIC Clearinghouses, and each other: e.g., centralized database management and abstract journal production, document delivery and micrographics, outreach and user services, and commercial publishing (*Current Index to Journals in Education* (CIJE) and ERIC *Thesaurus*). (See list on p.4.)

ERIC CLEARINGHOUSES

ERIC Clearinghouse on ADULT, CAREER, AND VOCATIONAL EDUCATION (CE)

Ohio State University
Center on Education and Training for Employment
1900 Kenny Road
Columbus, Ohio 43210-1090
Telephone: 614-292-4353; **Toll Free:** 800-848-4815
FAX: 614-292-1260
e-mail: ericacve@postbox.acs.ohio-state.edu

All levels of adult and continuing education from basic literacy training through professional skill upgrading. The focus is upon factors contributing to the purposeful learning of adults in a variety of life situations usually related to adult roles (e.g., occupation, family, leisure time, citizenship, organizational relationships, retirement, and so forth). [Includes input from Adjunct ERIC Clearinghouse on Consumer Education.]

ERIC Clearinghouse on ASSESSMENT AND EVALUATION (TM)

Catholic University of America
210 O'Boyle Hall
Washington, DC 20064-4035
Telephone: 202-319-5120; **Toll Free:** 800-464-ERIC (3742)
FAX: 202-319-6692
e-mail: eric_ae@cua.edu

All aspects of tests and other measurement devices. The design and methodology of education-related research, measurement, and evaluation. The evaluation of educational programs and projects. The application of tests, measurement, and evaluation devices/instrumentation in education projects and programs. [Includes input from Adjunct ERIC Clearinghouse for the Test Collection.]

ERIC Clearinghouse for COMMUNITY COLLEGES (JC)

University of California at Los Angeles (UCLA)
405 Hilgard Avenue, 3051 Moore Hall
P.O. Box 951521
Los Angeles, California 90024-1521
Telephone: 310-825-3931; **Toll Free:** 800-832-8256
FAX: 310-206-8095
e-mail: ericcc@ucla.edu

Development, administration, and evaluation of two-year public and private community and junior colleges, technical institutes,and two-year branch university campuses. Two-year college students, faculty, staff, curricula, programs, support services, libraries, and community services. Linkages between two-year colleges and business/industrial/community organizations. Articulation of two-year colleges with secondary and four-year postsecondary institutions. [Includes input from Adjunct ERIC Clearinghouse on Entrepreneurship Education.]

ERIC Clearinghouse on COUNSELING AND STUDENT SERVICES (CG)

University of North Carolina at Greensboro
School of Education
201 Ferguson
Greensboro, North Carolina 27412
Telephone: 910-334-4114; **Toll Free:** 800-414-9769
FAX: 910-334-4116
e-mail: ericcas2@dewey.uncg.edu

Preparation, practice, and supervision of counselors at all educational levels and in all educational settings. Theoretical development of counseling and guidance, as it pertains to education, including the nature of relevant human characteristics. Use and results of personnel practices and procedures. Group process (counseling, therapy, dynamics) and case work in education settings.

ERIC Clearinghouse on DISABILITIES AND GIFTED EDUCATION (EC)

Council for Exceptional Children (CEC)
1920 Association Drive
Reston, Virginia 20191-1589
Telephone: 703-264-9474; **Toll Free:** 800-328-0272
FAX: 703-620-2521
e-mail: ericec@cec.sped.org

All aspects of the education and development of persons (of all ages) who have disabilities or who are gifted, including the delivery of all types of education-related services to these groups. Includes prevention, identification and assessment, intervention, and enrichment for these groups, in both regular and special education settings.

ERIC Clearinghouse on EDUCATIONAL MANAGEMENT (EA)

University of Oregon (Dept. 5207)
1787 Agate Street
Eugene, Oregon 97403-5207
Telephone: 541-346-5043; **Toll Free:** 800-438-8841
FAX: 541-346-2334
e-mail: ppiele@oregon.uoregon.edu

All aspects of the governance, leadership, administration, and structure of public and private educational organizations at the elementary and secondary levels, including the provision of physical facilities for their operation.

ERIC Clearinghouse on ELEMENTARY AND EARLY CHILDHOOD EDUCATION (PS)

University of Illinois at Urbana-Champaign
Children's Research Center, Room 9
51 Gerty Drive
Champaign, Ilinois 61820-7469
Telephone: 217-333-1386; **Toll Free:** 800-583-4135
FAX: 217-333-3767
e-mail: ericeece@uiuc.edu

All aspects of the physical, cognitive, social, emotional, educational, and cultural development of children, from birth through early adolescence. Among the topics covered are: prenatal and infant development and care; parent education; home and school relationships; learning theory research and practice related to children's development; preparation of early childhood teachers and caregivers; and educational programs and community service for children. [Includes input from Adjunct ERIC Clearinghouse for Child Care.]

ERIC Clearinghouse on HIGHER EDUCATION (HE)

George Washington University
One Dupont Circle, N.W., Suite 630
Washington, DC 20036-1183
Telephone: 202-296-2597; **Toll Free:** 800-773-ERIC (3742)
FAX: 202-452-1844
e-mail: eriche@inet.ed.gov

All aspects of the conditions, programs, and problems at colleges and universities providing higher education (i.e., four-year degrees and beyond). This includes governance and management; planning; finance; inter-institutional arrangements; business or industry programs leading to a degree; institutional research at the college/university level; Federal programs; legal issues and legislation; professional education (e.g., medicine, law, etc.) and professional continuing education.

ERIC CLEARINGHOUSES

ERIC Clearinghouse on INFORMATION & TECHNOLOGY (IR) Syracuse University

Center for Science and Technology, 4th Floor, Room 194
Syracuse, New York 13244-4100
Telephone: 315-443-3640
Toll Free: 800-464-9107
FAX: 315-443-5448
e-mail: eric@ericir.syr.edu
AskERIC (Question-answering service via Internet): askeric@ericir.syr.edu

Educational technology and library/information science at all academic levels and with all populations, including the preparation of professionals. The media and devices of educational communication, as they pertain to teaching and learning (in both conventional and distance education settings). The operation and management of libraries and information services. All aspects of information management and information technology related to education.

ERIC Clearinghouse on LANGUAGES AND LINGUISTICS (FL)

Center for Applied Linguistics (CAL)
1118 22nd Street, N.W.
Washington, DC 20037-1214
Telephone: 202-429-9292; **Toll Free:** 800-276-9834
FAX: 202-659-5641
e-mail: eric@cal.org

Languages and language sciences. All aspects of second language instruction and learning in all commonly and uncommonly taught languages, including English as a second language. Bilingualism and bilingual education. Cultural education in the context of second language learning, including intercultural communication, study abroad, and international educational exchange. All areas of linguistics, including theoretical and applied linguistics, sociolinguistics, and psycholinguistics. [Includes input from Adjunct ERIC Clearinghouse on ESL Literacy Education.]

ERIC Clearinghouse on READING, ENGLISH, AND COMMUNICATION (CS)

Indiana University
Smith Research Center, Suite 150
2805 East 10th Street
Bloomington, Indiana 47408-2698
Telephone: 812-855-5847; **Toll Free:** 800-759-4723
FAX: 812-855-4220
e-mail: ericcs@ucs.indiana.edu

Reading and writing, English (as a first language), and communication skills (verbal and nonverbal), kindergarten through college. Includes family or intergenerational literacy. Research and instructional development in reading, writing, speaking, and listening. Identification, diagnosis, and remediation of reading problems. Speech communication (including forensics), mass communication (including journalism), interpersonal and small group interaction, oral interpretation, rhetorical and communication theory, and theater/drama. Preparation of instructional staff and related personnel in all the above areas.

ERIC Clearinghouse on RURAL EDUCATION AND SMALL SCHOOLS (RC)

Appalachia Educational Laboratory (AEL)
1031 Quarrier Street, Suite 607, P.O. Box 1348
Charleston, West Virginia 25325-1348
Telephone: 304-347-0465; **Toll Free:** 800-624-9120
FAX: 304-347-0487
e-mail: lanhamb@ael.org

Curriculum and instructional programs and research/evaluation efforts that address the education of students in rural schools or districts, small schools wherever located, and schools of districts wherever located that serve American Indian and Alaskan natives, Mexican Americans, and migrants, or that have programs related to outdoor education. Includes the cultural, ethnic, linguistic, economic, and social conditions that affect these educational institutions and groups. Preparation programs, including related services, that train education professionals to work in such contexts.

ERIC Clearinghouse for SCIENCE, MATHEMATICS, AND ENVIRONMENTAL EDUCATION (SE)

Ohio State University
1929 Kenny Road
Columbus, Ohio 43210-1080
Telephone: 614-292-6717; **Toll Free:** 800-276-0462
FAX: 614-292-0263
e-mail: ericse@osu.edu

Science, mathematics, engineering/technology, and environmental education at all levels. The following topics when focused on any of the above broad scope areas: applications of learning theory; curriculum and instructional materials; teachers and teacher education; educational programs and projects; research and evaluative studies; applications of educational technology and media.

ERIC Clearinghouse for SOCIAL STUDIES/ SOCIAL SCIENCE EDUCATION (SO)

Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, Indiana 47408-2698
Telephone: 812-855-3838; **Toll Free:** 800-266-3815
FAX: 812-855-0455
e-mail: ericso@.indiana.edu

All aspects of Social Studies and Social Science Education, including values education (and the social aspects of environmental education and sex education), international education, comparative education, and cross-cultural studies in all subject areas (K-12). Ethnic heritage, gender equity, aging, and social bias/discrimination topics as they pertain to education. Also covered are music, art, and architecture as related to the fine arts. [Includes input from Adjunct ERIC Clearinghouses for U.S.-Japan Studies, Law-Related Education, International Civic Education, and Service-Learning.]

ERIC Clearinghouse on TEACHING AND TEACHER EDUCATION (SP)

American Association of Colleges for Teacher Education (AACTE)
One Dupont Circle, N.W., Suite 610
Washington, DC 20036-1186
Telephone: 202-293-2450; **Toll Free:** 800-822-9229
FAX: 202-457-8095
e-mail: ericsp@inet.ed.gov

School personnel at all levels. Teacher recruitment, selection, licensing, certification, training, preservice and inservice preparation, evaluation, retention, and retirement. The theory, philosophy, and practice of teaching. Organization, administration, finance, and legal issues relating to teacher education programs and institutions. All aspects of health, physical, recreation, and dance education. [Includes input from Adjunct ERIC Clearinghouse on Clinical Schools.]

ERIC Clearinghouse on URBAN EDUCATION (UD)

Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 303, Box 40
525 West 120th Street
New York, New York 10027-6696
Telephone: 212-678-3433; **Toll Free:** 800-601-4868
FAX: 212-678-4012
e-mail: eric-cue@columbia.edu

The educational characteristics and experiences of the diverse racial, ethnic, social class, and linguistic populations in urban (and suburban) schools. Curriculum and instruction of students from these populations and the organization of their schools. The relationship of urban schools to their communities. The social and economic conditions that affect the education of urban populations, with particular attention to factors that place urban students at risk educationally, and ways that public and private sector policies can improve these conditions.

ADJUNCT ERIC CLEARINGHOUSES

Adjunct ERIC CH on Child Care
National Child Care Information Center
301 Maple Avenue, Suite 602
Vienna, Virginia 22180
Telephone: 703-938-6555; **Toll Free:** 800-616-2242
FAX: 800-716-2242
e-mail: agoldstein@acf.dhhs.gov

Adjunct ERIC CH on Clinical Schools
American Association of Colleges for Teacher Education (AACTE)
One Dupont Circle, NW, Suite 610
Washington, DC 20036-1186
Telephone: 202-293-2450; **Toll Free:** 800-822-9229
FAX: 202-457-8095
e-mail: iabdalha@inet.ed.gov

Adjunct ERIC CH on Consumer Education
National Institute for Consumer Education (NICE)
207 Rackham Building, West Circle Drive
Eastern Michigan University
Ypsilanti, Michigan 48197-2237
Telephone: 313-487-2292; **Toll Free:** 800-336-6423
FAX: 313-487-7153
e-mail: nice@emuvax.emich.edu

Adjunct ERIC CH on Entrepreneurship Education
University of California at Los Angeles (UCLA)
Moore Hall A325G
405 Hilgard Avenue
Los Angeles, California 90095-1521
Telephone: 310-206-9549; **Toll Free:** 888-423-5233
FAX: 310-206-8095
e-mail: celcee @ucla.edu

Adjunct ERIC CH for ESL Literacy Education
National Clearinghouse for Literacy Education (NCLE)
Center for Applied Linguistics (CAL)
1118 22nd Street, NW
Washington, DC 20037-0037
Telephone: 202-429-9292, Ext. 200; **Toll Free:** —
FAX: 202-659-5641
e-mail: ncle@cal.org

Adjunct ERIC CH for International Civic Education
Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, Indiana 47408-2698
Telephone: 812-855-3838; **Toll Free:** 800-266-3815
FAX: 812-855-0455
e-mail: patrick@indiana.edu

Adjunct ERIC CH for Law-Related Education
Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, Indiana 47408-2698
Telephone: 812-855-3838; **Toll Free:** 800-266-3815
FAX: 812-855-0455
e-mail: patrick@indiana.edu

Adjunct ERIC CH for Service-Learning
University of Minnesota
College of Education and Human Development
VoTech Building, R-460
1954 Bufford Avenue
St. Paul, Minnesota 55108
Telephone: 612-625-6276; **Toll Free:** 800-808-SERV
FAX: 612 625-6277
e-mail: serv@maroon.tc.umn.edu

Adjunct ERIC CH for the Test Collection
Educational Testing Service (ETS)
ETS Test Collection
Rosedale and Carter Roads
Princeton, New Jersey 08541
Telephone: 609-734-5737; **Toll Free:** —
FAX: 609-683-7186
e-mail: mhalpern@ets.org

Adjunct ERIC CH for United States-Japan Studies
Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, Indiana 47408-2698
Telephone: 812-855-3838; **Toll Free:** 800-266-3815
FAX: 812-855-0455
e-mail: japan@indiana.edu

ERIC SUPPORT COMPONENTS

CENTRALIZED DATABASE MANAGEMENT (And Abstract Journal Production)

ERIC Processing and Reference Facility
Computer Sciences Corporation
1100 West Street, 2d Floor
Laurel, Maryland 20707-3598
Tel.: 301-497-4080; **Toll Free:** 800-799-ERIC (3742)
FAX: 301-953-0263
e-mail: ericfac@inet.ed.gov

OUTREACH AND USER SERVICES

ACCESS ERIC
Aspen Systems Corporation
1600 Research Boulevard
Rockville, Maryland 20850-3172
Tel.: 301-519-5157; **Toll Free:** 800-LET-ERIC (538-3742)
FAX: 301-309-2084
e-mail: acceric@inet.ed.gov

DOCUMENT DELIVERY AND MICROGRAPHICS

ERIC Document Reproduction Service (EDRS)
DynEDRS Corporation
7420 Fullerton Road, Suite 110
Springfield, Virginia 22153-2852
Tel.: 703-440-1400; **Toll Free:** 800-443-ERIC (3742)
FAX: 703-440-1408
e-mail: service@edrs.com

CIJE AND THESAURUS PUBLISHING

Oryx Press
4041 North Central Avenue at Indian School
Suite 700
Phoenix, Arizona 85012-3397
Tel.: 602-265-2651; **Toll Free:** 800-279-ORYX (6799)
FAX: 800-279-4663; 602-265-6250
e-mail: info@oryxpress.com

ERIC Ready Reference #7
October 1996

ERIC FACT SHEET

I. *User Services*

A. *ERIC Users**

Postsecondary Faculty and Students	40%
Elementary/Secondary Faculty and Students	30%
Other Education Professionals	12%
Government Agencies Staff	7%
General Public	6%
Librarians/Information Intermediaries	3%
Parents	2%
Journalists	1%

B. *ERIC Information Service Providers***

1. Offering Access to ERIC Microfiche Collections and Other ERIC-Related Services	
a. Domestic	909
b. Foreign	120
Total	1,029
2. Offering Computer Searches of ERIC Database	~500

C. *Inquiries/Questions Answered Annually*

1. Correspondence, Telephone, Fax (all ERIC components)	~120,000
2. AskERIC (askeric@ericir.syr.edu)	
Question-Answering Service (Internet-based)	~30,000
Electronic Library of Full Text (Internet-based) — User Contacts via WWW and Gopher	~5,000,000
3. ACCESS ERIC (1-800-LET-ERIC)	
Reference inquiries answered (annually)	~42,000

D. *ERIC on CD-ROM Subscriptions* (All vendors) ~ 4,000

E. *ERIC Online Searching Usage* (Annual Connect Hours - All vendors) ~100,000

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* From *ERIC Annual Report*
** From *Directory of ERIC Resource Collections*
~= Approximately

ERIC Processing and Reference Facility, 1100 West Street, 2d Floor, Laurel, Maryland 20707-3598
Tel.: 301-497-4080, 800-799-3742, FAX: 301-953-0263, e-mail: ericfac@inet.ed.gov, WWW: http://ericfac.piccard.csc.com

II. ERIC Publications

A. ERIC Clearinghouse Publications

Total titles (all types) 1967-1995	7,042
Annual increase	~250

B. ERIC Digests (Highlights and syntheses of research findings on major topics)

1.	Total ERIC Digests published (through March 1996) (Increase approximately 150/year)	1,936
2.	ERIC Digests announced in ERIC Database (through March 1996)	1,761
3.	ERIC Digests available in full text in retrieval systems (online, CD-ROM, etc.) (through September 1996)	1,635

C. Abstract Journals

1.	Subscriptions to *Resources in Education* (RIE)	~1,200
2.	Subscriptions to *Current Index to Journals in Education* (CIJE)	~1,800

D. ERIC Review **(Semiannual Serial)** Total copies distributed per issue	35,000

III. Database-Building

A. Documents

1.	Documents Evaluated Annually for Possible Addition to ERIC Database	25,000
2.	Documents Added to ERIC Database (*Resources in Education* file)	
a.	Monthly (Average)	1,110
b.	Annually (Current Level)	13,000
c.	To Date (1966 through December 1995)	378,625

B. Journal Articles

1.	Journal Titles Covered (i.e., regularly analyzed for education-related articles)	993
2.	Journal Articles Added to ERIC Database (*Current Index to Journals in Education* file)	
a.	Monthly (Average)	1,500
b.	Annually (Current Level)	18,000
c.	To Date (1969 through December 1995)	509,434

C. Total Accessions in ERIC Database (1966-1995)	888,059

D. Organizations Contributing Documents to ERIC

1. Total to Date	~36,000
2. Active Within Last Five Years	~15,000
3. Standing Acquisitions Arrangements (Organizations Automatically Sending ERIC Their Documents)	2,106

E. Indexing Vocabulary

Thesaurus of ERIC Descriptors (13th Edition) (Total Terms)	10,363
Identifier Authority List (IAL) (Total Terms)	~50,000

IV. Document Delivery

(By ERIC Document Reproduction Service (EDRS))

A. Microfiche Production Activity

1. Titles Microfiched	
a. Monthly (per RIE issue)	1,044
b. Annually	12,533
2. Microfiche Cards per Title (Average)	1.4
3. Microfiche Cards Delivered per Subscriber	
a. Monthly (per RIE issue)	1,425
b. Annually	17,103
4. Document pages filmed (annually)	~1,000,000

B. Sales Activity (from EDRS) (in 1995)

1. Standing Order Subscriptions for ERIC Microfiche	966
2. Microfiche Cards Sold Annually	
a. Standing Order Subscriptions	17,021,942
b. Back Collections	2,607,487
c. Collections by Clearinghouse	350,524
d. On Demand Orders	27,703
Total	20,007,656
3. Paper Copy Pages Duplicated Annually (for on-Demand Orders)	1,334,780
4. On-Demand Document Orders Processed Annually (Microfiche or Paper Copy)	9,785

List of ERIC Network Components

ERIC CLEARINGHOUSES

Adult, Career, and Vocational Education
Ohio State University
Center on Education and Training for Employment
1900 Kenny Road
Columbus, Ohio 43210-1090
Telephone: 614-292-4353

Assessment and Evaluation
Catholic University of America
210 O'Boyle Hall
Washington, DC 20064-4035
Telephone: 202-319-5120

Community Colleges
University of California at Los Angeles (UCLA)
3051 Moore Hall
405 Hilgard Avenue
Los Angeles, California 90024-1521
Telephone: 310-825-3931

Counseling and Student Services
University of North Carolina at Greensboro
School of Education, 101 Park Building
Greensboro, North Carolina 27412-5001
Telephone: 910-334-4114

Disabilities and Gifted Education
Council for Exceptional Children (CEC)
1920 Association Drive
Reston, Virginia 22091-1589
Telephone: 703-264-9474

Educational Management
University of Oregon (Dept. 5207)
1787 Agate Street
Eugene, Oregon 97403-5207
Telephone: 541-346-5043

Elementary and Early Childhood Education
University of Illinois
805 West Pennsylvania Avenue
Urbana, Illinois 61801-4897
Telephone: 217-333-1386

Higher Education
George Washington University
One Dupont Circle, NW, Suite 630
Washington, DC 20036-1183
Telephone: 202-296-2597

Information & Technology
Syracuse University
Center for Science and Technology, 4th Floor, Room 194
Syracuse, New York 13244-4100
Telephone: 315-443-3640

Languages and Linguistics
Center for Applied Linguistics (CAL)
1118 22nd Street, NW
Washington, DC 20037-0037
Telephone: 202-429-9292

Reading, English, and Communication
Indiana University
Smith Research Center, Suite 150
2805 E. 10th Street
Bloomington, Indiana 47408-2698
Telephone: 812-855-5847

Rural Education and Small Schools
Appalachia Educational Laboratory (AEL)
1031 Quarrier Street
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Charleston, West Virginia 25325-1348
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Columbus, Ohio 43210-1080
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Social Studies Development Center
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Bloomington, Indiana 47408-2698
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Teaching and Teacher Education
American Assoc. of Colleges for Teacher Education (AACTE)
One Dupont Circle, NW, Suite 610
Washington, DC 20036-1186
Telephone: 202-293-2450

Urban Education
Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 303, Box 40
525 West 120th Street
New York, New York 10027-6696
Telephone: 212-678-3433

Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)
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Washington, DC 20208-5720
Telephone: 202-219-2221

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Telephone: 301-251-5157

Oryx Press
4041 North Central Avenue at Indian School
Suite 700
Phoenix, Arizona 85012-3397
Telephone: 602-265-2651

ERIC®
Ready Reference #8
September 1992

TARGET AUDIENCE

Educational documents and journal articles are sometimes written for particular audiences. ERIC currently identifies these audiences in a special "Target Audience" field (data element). The field is used when an author clearly specifies an intended audience; otherwise, it is left blank. For consistency, eleven (11) distinct audiences have been defined by ERIC, as follows:

- **Policymakers**
- **Researchers**
- **Practitioners***
    - **Administrators**
    - **Teachers**
    - **Counselors**
    - **Media Staff**
    - **Support Staff**
- **Students**
- **Parents**
- **Community**

***Note:** The ERIC computer system automatically adds the generic audience "Practitioners" to records cataloged by any of the five "practitioner" sub-categories.

- -

Each of the major retrieval vendors offering the ERIC database provides access to "Target Audience" data, and computer searchers can employ these data to limit output and improve relevance. Each vendor provides access in a different way and has a different segment of records containing "Target Audience" data on its file. These differences are summarized below:

DIALOG

Access: Via the prefix "TA=," e.g., S TA=PRACTITIONERS
File Segment: RIE from Jan84; CIJE from Sep84.
Retrospective RIE postings (May75-Dec83, "Practitioners" and "Students" only).

BRS

Access: "Target Audience" data merged with Identifier data, e.g.:
IDENTIFIERS: Great Britain. West Indians. Caribbean. TARGET AUDIENCE: Policymakers.
Searching must be done with this in mind, e.g.:
POLICYMAKERS.ID. AND (TARGET ADJ AUDIENCE).ID.
File Segment: RIE from Jan84; CIJE from Sep84.
Retrospective RIE postings (Nov83-Dec83, "Practitioners" and "Students" only).

SilverPlatter

Access: Via the field abbreviation "TA," as in PARENTS IN TA
File Segment: RIE from Jan84; CIJE from Sep84.
Retrospective RIE postings (Nov83-Dec83, "Practitioners" and "Students" only).
Retrospective CIJE postings (May75-Aug84, "Practitioners" only).

Data-Star

(ERIC available in Nov92)

Access: Via the field abbreviation, "TA," e.g., PARENTS.TA.
File Segment: RIE from Jan84; CIJE from Sep84.

ERIC Digests

ERIC Digests are:

- short reports (1000-1500 words on one or two pages) on topics of prime current interest in education
- targeted specifically for teachers, administrators, policymakers, and other practitioners, but generally useful to the broad educational community
- designed to provide an overview of information on a given topic, plus references to items providing more detailed information
- produced by the 16 subject-specialized ERIC Clearinghouses, and reviewed by experts and content specialists in the field
- funded by the Office of Educational Research and Improvement (OERI), of the U.S. Department of Education
- available in original printed form directly from the producing Clearinghouses (ask to be placed on their mailing lists — ERIC Ready Reference #6 lists the Clearinghouses, together with full addresses, telephone and fax numbers, and brief scope notes describing the areas they cover)

ERIC Digests Online (EDO) is:

- a database accessible by computer ("online" or otherwise——CD-ROM, diskettes, etc.)
- a *full-text* database containing the complete text of all current ERIC Digests (over 1000)
- a fast, accurate, and dependable source of usable and practical information for the educational community, including teachers, administrators, counselors, policymakers, and parents

How to Access the EDO file:

DIALOG (Online)

(EDO is not currently available on DIALOG OnDisc ERIC.)

- Call DIALOG at 1-800/3-DIALOG for a subscription.
- Dial in using a local Dialnet number (Sprintnet and Tymnet can also be used).
- On Dialnet, wait 2-3 seconds and hit "a." The system says "enter service," and the user enters "dialog." After that, the system requests "please logon," upon which the user responds with an assigned user id <return>, followed by a personalized password <return>.
- Enter the ERIC database, via "B 1" or "B Menus" (b = begin).
- Under "B 1" (the DIALOG Command Search mode), the user may access the EDO file directly by keying "S DT=073." That may be combined with a subject/author/institution/etc. search to reduce the overall number of hits (DIALOG permits Boolean searching and searching by individual data fields). "Logoff" is used to exit the system.
- Under "B Menus" (the DIALOG Menus program), the user is led through the following selection sequence:

  Select #19, "Social Sciences & Humanities," from DIALOG's main menu.
  Select #4, "Education."
  Select #3, "ERIC."
  Select #1, #2, or #3 (1=subject search; 2=author search; 3=journal search).
  Select #1: "Modify Your Search."
  Select #4: "Select Limits."
  Select #5: "Limit to Fulltext ERIC Digests."

  The user may then type or print the resultant hits, further modify the search strategy, request online help, return to the main menu (first select statement above), or "Logoff."

Continue on Other Side

GTE Educational Systems (Online)

- Call GTE-ES at 1-800/927-3000 for a subscription.
- Dial in using a local Sprintnet number. When "@" appears, type "mail." The system then asks for user name and password.
- The login screen says "Welcome to the OERI Institutional Network (INET)," followed by a menu. EDO is accessed with selection #4, "Databases."
- Next, select *either* item #2, "Reference/Research Databases," or item #8, "ERIC Databases."
- Select "ERIC Digests Online (EDO)" (item #3 from the "reference/research databases" menu or item #2 from the "ERIC Databases" menu).
- Once in the EDO file, the user can select a *help* screen or go directly to the "Database Search" option.
- There is no field searching in the system, only full-text. Users search by key words using Boolean logic. Multiword terms such as "hearing impaired" are searched within three words of each other, regardless of word order. Truncation (wildcard) searching is available.
- When a given search has been completed, an index is displayed listing all the digests meeting the search requirements. Users then select one or more records to view. Records can be downloaded to a printer, floppy disk, or a hard drive using the commands of the specific communications software package one is using. The system does not permit users to save their search strategies.
- After searching is complete, the system may be exited by hitting <return> to return to the options menu, then typing "bye" to logoff.

NovaNET System (Online)

(Univ. of Illinois at Urbana-Champaign, Computer-based Education Research Laboratory (CERL))

- Access to the "Digests" file is obtained by purchasing an emulation disk (Portal) and subscribing to NovaNET services.
- Further information on accessing NovaNET can be obtained by calling 217/244-4300, or by writing to: CERL, 252 Engineering Research Laboratory, 103 South Mathews Ave., Urbana, IL 61801, ATTN: Dial-up.

SilverPlatter Information Inc. (CD-ROM)

(full-text digests scheduled to appear initially on the 1st quarter 1993 ERIC update)

- Full-text digests are accessible via the "document type" or "document type number" fields, e.g., "digests in dt," "73 in dtn," or "dtn=73." Call SilverPlatter at 617/769-2599 or 1-800/343-0064 for a subscription.

Query (Diskette Package)

- Available from LMP Associates, Inc., Chevy Chase, MD. Call 1-800/243-1515, ext. L21. Search software for interrogating the data is included.
- Query runs on all IBM PCs and compatibles. The search program requires less than 200K of hard-disk storage space. The complete database requires 4M of hard disk storage. Available only on high-density diskettes.
- Demonstration diskettes are available.

Internet

- Full-text ERIC Digests are available on the Internet via several service providers, with new sources being announced virtually on a monthly basis. These providers frequently offer dial-in search and retrieval access, in addition to Internet service.
- For information about ERIC on the Internet, contact:

AskERIC
Internet: askeric@ericir.syr.edu

(or)

ERIC Clearinghouse on Information Resources, Syracuse University
Tel.: 315/443-3640 Fax: 315/443-5448

For more information about EDO, including lists of ERIC Digests arranged alphabetically and by Clearinghouse (ERIC Ready References #10a and #10b, respectively), contact:

ERIC Processing and Reference Facility
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Community Colleges
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Los Angeles, California 90024-1521
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School of Education
201 Ferguson
Greensboro, North Carolina 27412
Telephone: 910-334-4114

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Reston, Virginia 20191-1589
Telephone: 703-264-9474

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University of Illinois at Urbana-Champaign
Children's Research Center, Room 9
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Telephone: 217-333-1386

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Telephone: 812-855-3838

Teaching and Teacher Education
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Telephone: 202-293-2450

Urban Education
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New York, New York 10027-6696
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Service-Learning
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ERIC Digests (Alphabetical)

	ED Number	(CH)
1983 Educational Reform Reports, The	ED 252 636	UD
Ability Grouping in Elementary Schools	ED 290 542	PS
Academic Achievement in a Second Language	ED 329 130	FL
Academic Advising for Student Success: A System of Shared Responsibility	ED 340 274	HE
Academic Alliances in Foreign Languages and Literatures	ED 289 365	FL
Academic Effectiveness of Small-Scale Schooling (An Update)	ED 372 897	RC
Academic Freedom in American Higher Education: Rights, Responsibilities and Limitations	ED 366 262	HE
Academic Freedom in the Public Schools	ED 253 458	SO
Academic Interventions for Children with Dyslexia Who Have Phonological Core Deficits	ED 385 095	EC
Academic Program Reviews	ED 284 522	HE
Access Points to ERIC: An Update (EDO-IR-88-10/12)	ED 310 780	IR
Access Points to ERIC: Update 1992	ED 365 354	IR
Access Points to ERIC: Update 1995	ED 381 178	IR
Access to Literacy Education for Language Minority Adults	ED 350 886	FL/LE
Accessing ERIC with Your Microcomputer (April 1986)	ED 270 100	IR
Accessing ERIC with Your Microcomputer (July 1984)	ED 254 209	IR
Accessing ERIC With Your Microcomputer: Update (December 1988)	ED 306 944	IR
Accountability in Counseling	ED 287 136	CG
Accountability in Mathematics Education	ED 319 628	SE
Accountability Mechanisms in Big City School Systems	ED 334 311	UD
Accreditation	ED 273 608	SP
Accreditation of College and University Counseling Services	ED 347 488	CG
Achievement in Mathematics Education (#1) (1984)	ED 260 890	SE
Achievement in Mathematics Education (Information Bulletin #2) (1984)	ED 260 892	SE
Achievement in Science, 1983	No ED#	SE
Achievement of Goal Three of the Six National Education Goals	ED 360 221	SO
Achievement of Knowledge by High School Students in Core Subjects of the Social Studies	ED 329 486	SO
Achievement Trends for Rural Students	No ED#	RC
Achieving Administrator Diversity	ED 395 616	JC
Achieving History Standards in Elementary Schools	ED 373 020	SO
Acquiring Self-Knowledge for Career Development	ED 399 414	CE
ACTFL Speaking Proficiency Guidelines	ED 347 852	FL
Action-Oriented Research: Promoting School Counselor Advocacy and Accountability	ED 347 477	CG
Action Approach to Career Counseling, An	CG 027 030	CG
Action Research in Early Childhood Education	ED 401 047	PS
Active Learning	ED 253 468	SO
Active Learning: Creating Excitement in the Classroom	ED 340 272	HE
ADHD and Children Who Are Gifted	ED 358 673	EC
Addressing Sexual Harassment on Campus	ED 400 002	JC
Adjudicated Handicapped Youth	No ED#	EC
Administrative Issues in Planning a Library End User Searching Program	ED 278 416	IR
Administrative Skills in Counseling Supervision	ED 372 356	CG
Administrator and Faculty Ethics Codes in Community College	ED 360 037	JC
Administrator's Role in the Education of Gifted and Talented Children, The	ED 262 516	EC
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Adolescent Substance Abuse: Counseling Issues	ED 260 364	CG
Adolescents and AIDS	ED 319 742	SP
Adult Career Counseling: An Interactive Model	ED 289 996	CE
Adult Career Counseling in a New Age. ERIC Digest No. 167	ED 389 881	CE
Adult Career Counseling—New Clienteles	ED 304 624	CG
Adult Career Development: An Overview	ED 260 370	CG
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Adult Classroom Environment: The Role of the Instructor	ED 334 465	CE
Adult Development: Implications for Adult Education	ED 259 211	CE
Adult Education: Social Change or Status Quo	CG 073 129	CE
Adult Education for the Handicapped	ED 237 809	CE
Adult Education Teacher's Role in Career Planning	ED 272 701	CE
Adult ESL Learner Assessment: Purposes and Tools	ED 386 962	FL/LE
Adult ESL Literacy: Findings from a National Study	ED 365 169	FL/LE
Adult Learner Retention Revisited. ERIC Digests No. 166	ED 389 880	CE

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Adult Learning in Nonformal Institutions	ED 399 412	CE
Adult Literacy Education	ED 259 210	CE
Adult Literacy Education: Emerging Directions in Program Development	CG 073 132	CE
Adult Literacy Issues: An Update	ED 308 402	CE
Adult Literacy Learner Assessment	ED 325 658	CE
Adult Literacy Practitioners as Researchers	ED 372 663	FL/LE
Adult Literacy Programs in Rural Areas	ED 321 966	RC
Adult Literacy Volunteers [1987]	ED 268 301	CE
Adult Literacy Volunteers [1993]	ED 355 454	CE
Adults in Career Transition, (No. 115)	ED 338 896	CE
Adults in Career Transition, Overview, (Factsheet No. 20)	ED 237 808	CE
Advantages of Small Schools, The	ED 265 988	RC
Adversary Evaluation	No ED#	TM
Advertising in the Schools	ED 389 473	PS
Advisory Committee Advantage, The	ED 377 782	HE
Advocacy and Self Advocacy for Disabled Persons	No ED#	EC
Aerobic Dance and Exercise Program	No ED#	SP
Aesthetics in Art Education: A Look Toward Implementation	ED 329 491	SO
Affective and Social Benefits of Small-Scale Schooling	ED 401 088	RC
Affective Education for Exceptional Students	No ED#	EC
Affirmative Action for the Handicapped	No ED#	EC
Affirmative Rhetoric, Negative Action; African-American and Hispanic Faculty at Predominantly White Institutions	ED 317 100	HE
African Americans in Science: Books for Young Readers	ED 382 455	SE
African-American Students and Foreign Language Learning	ED 345 583	FL
African Languages at the K-12 Level	FL 024 352	FL
African Social Studies Program: An Effort to Improve Curriculum and Instruction Across 17 African Nations, The	ED 291 665	SO
After-School Programs for Urban Youth	UD 031 386	UD
Aggression and Cooperation: Helping Young Children Develop Constructive Strategies	ED 351 147	PS
Agony and Ecstasy of Writing, The: Tips for the Teacher-Author	No ED#	SP
AIDS/HIV Education	ED 309 564	EA
AIDS: Are Children at Risk?	ED 279 643	SP
Alabama High-Risk Youth Resource Directory. Tools for Prevention: Building Healthy Youths	ED 391 991	CG
Alcohol and Drug Use Among Adolescents	ED 304 628	CG
Alcohol and Other Drug Use by Adolescents with Disabilities	ED 340 150	EC
Alcohol Use Among College Students	ED 291 014	CG
Alternative Assessment and Second Language Study: What and Why?	ED 376 695	FL
Alternative Assessment and Technology	ED 365 312	IR
Alternative Assessment: Implications for Social Studies	ED 360 219	SO
Alternative Career Paths in Physical Education: Fitness and Exercise	ED 351 320	SP
Alternative Career Paths in Physical Education: Sport Management	ED 362 505	SP
Alternative Certification for Teachers	ED 266 137	SP
Alternative Funding Sources for Migrant Education	ED 260 872	RC
Alternative Scheduling	ED 296 766	JC
Alternative Schools—Some Answers and Questions	No ED#	UD
Alternative Teacher Certification—An Update	ED 351 312	SP
Alternative Work Patterns as Innovations in the Work Place	ED 237 807	CE
Alternatives to Animal Dissection in School Science Classes	SE 058 901	SE
Alternatives to Standardized Educational Assessment	ED 312 773	EA
Alternatives to Standardized Tests	ED 286 938	TM
American Indian/Alaskan Native Learning Styles: Research and Practice	ED 335 175	RC
American Indian Children's Literature: An Update	ED 259 871	RC
American Indian Education: A Quick Look at ERIC	No ED#	RC
American Indians and Alaska Natives in Higher Education: Research on Participation and Graduation	ED 348 197	RC
American Indians in Higher Education; The Community College Experience	ED 351 047	JC
Anti-Bias and Conflict Resolution Curricula: Theory and Practice	ED 377 255	UD
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Approaches to Foreign Language Syllabus Design	ED 295 460	FL
Approaches to School-Age Child Care	ED 335 158	PS
Approaches to Staff Development for Part-Time Faculty	ED 270 180	JC
Approaching Evaluation in Small Schools	ED 296 816	RC
Approaching Standards for Mathematics Assessment	ED 359 069	SE
Appropriate Public School Programs for Young Children	ED 321 890	PS
Are Communications Technologies in Education a Threat to Faculty?	ED 269 114	JC
Are New Models of Student Development Needed?	ED 321 791	JC
Are School-Based Drug Prevention Programs Working?	ED 341 886	CG
Argument for Early Intervention, The	ED 262 502	EC
Articulation Between Secondary or Postsecondary Vocational Education Programs and Proprietary Schools	ED 282 095	CE
Art Education in the Social Studies	ED 393 787	SO
Arts and the Handicapped Child, The	No ED#	EC
Asian Americans and Pacific Islanders in Teaching	ED 379 386	UD
Asian-American Children: What Teachers Should Know	ED 369 577	PS
Assessing Bilingual Students for Placement and Instruction	ED 322 273	UD
Assessing Career Certainty and Choice Status'	ED 391 107	CG
Assessing Career Development with Portfolios	ED 391 110	CG
Assessing Civics Education	ED 338 698	TM
Assessing Counselor Performance	ED 304 635	CG
Assessing Employability Skills	ED 391 109	CG
Assessing Experiential Learning	No ED#	TM
Assessing Language-Minority Students	ED 356 232	TM
Assessing Language Proficiency for Credit in Higher Education	ED 321 588	FL
Assessing Listening and Speaking Skills	ED 263 626	CS
Assessing Preschoolers' Development	ED 232 760	PS
Assessing School Counselor Performance	ED 260 365	CG
Assessing Student Degree Aspirations	ED 261 754	JC
Assessing Student Performance in Science	ED 359 068	SE
Assessing the Development of Preschoolers	ED 372 875	PS
Assessing the Employment Experiences of Community College Vocational Program Graduates	ED 271 162	JC
Assessing the Literacy Needs of Adult Learners of ESL	ED 334 871	FL/LE
Assessing the Student Attrition Problem	ED 287 522	JC
Assessment & Evaluation on the Internet	ED 385 609	TM
Assessment and Placement of Language Minority Students, The	ED 357 131	UD
Assessment and Testing: Measuring Up to Expectations	ED 391 559	JC
Assessment for American Indian and Alaska Native Learners	ED 385 424	RC
Assessment for National Teacher Certification	ED 316 545	SP
Assessment in Career Counseling	ED 389 966	CG
Assessment in Counseling & Therapy	ED 382 901	CG
Assessment of Abilities	ED 389 960	CG
Assessment of Counselor Performance	ED 388 886	CG
Assessment of Educational Outcomes	ED 321 834	JC
Assessment of Entering Students	ED 353 006	JC
Assessment of Minority Students	No ED#	EC
Assessment of Preschool Children	ED 389 964	CG
Assessment of Self-Concept	ED 389 962	CG
Assessment of Temperament	ED 389 963	CG
Assessment Skills for School Counselors	ED 387 709	CG
Assessment Skills of Counselors, Principals, and Teachers	ED 387 708	CG
Assessment Tools for Adapted and Regular Physical Education	ED 297 001	SP
Assistive Technology for Students with Mild Disabilities	ED 378 755	EC
At Issue: Free Enterprise Education	ED 253 462	SO
At-Risk Students	ED 292 172	EA
Attention Deficit Disorder (ADD)	ED 287 261	EC
Attitude Research in Science Education	ED 259 941	SE
Audience Awareness: When and How Does It Develop?	ED 296 347	CS
Authentic Mathematics Assessment	ED 354 245	TM
Authentic Reading Assessment	ED 328 607	TM

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ERIC Digests (Alphabetical)

	ED Number	(CH)
Authentic Writing Assessment	ED 328 606	TM
Automation for the School Library Media Center	ED 327 217	IR
Background Checks on School Personnel	ED 324 767	EA
Balancing Work and Family Life	ED 329 810	CE
Basic Item Analysis for Multiple-Choice Tests	ED 398 237	TM
Basic Techniques in Marriage and Family Counseling and Therapy	ED 350 526	CG
Beginning Reading and Phonological Awareness for Students with Learning Disabilities	ED 392 197	EC
Beginning Reading Instruction in the United States	ED 321 250	CS
Behavioral Disorders: Focus on Change	ED 358 674	EC
Behind "A Nation at Risk": Papers on the National Commission on Excellence in Education	ED 253 460	SO
Being at Ease with Handicapped Children	ED 262 506	EC
Benchmarking in Higher Education: Adapting Best Practices to Improve Quality	HE 029 717	HE
Benefits of Mixed-Age Grouping, The	ED 382 411	PS
Best of Both Worlds: Utilizing the School and the Home for Early Childhood Education in Rural Areas	No ED#	RC
Beyond Culture: Communicating with Asian American Children and Families	ED 366 673	UD
Beyond Transition: Ensuring Continuity in Early Childhood Services	ED 345 867	PS
Bibliotherapy [1982]	ED 234 338	CS
Bibliotherapy [1993]	ED 357 333	CS
Bilingual Education for Exceptional Children	No ED#	EC
Bilingual Special Education	ED 333 618	EC
Bilingual Special Education is Appropriate for Mexican American Children with Mildly Handicapping Conditions	ED 293 679	RC
Bilingual Vocational Education for Immigrants	ED 268 302	CE
Bilingualism and the Academic Performance of Mexican American Children: The Evolving Debate	ED 321 963	RC
Biotechnology Education and the Internet	SE 058 897	SE
Block Scheduling	ED 393 156	EA
Blue Ribbon Commissions and Higher Education	ED 284 528	HE
Blueprints for Indian Education: Improving Mainstream Schooling	ED 372 898	RC
Blueprints for Indian Education: Languages and Cultures	ED 372 899	RC
Blueprints for Indian Education: Research and Development Needs for the 1990s	ED 357 908	RC
Bolstering the Community College Transfer Function	ED 276 492	JC
Book-Length Works Taught in High School English Courses	ED 318 035	CS
Books to Help Teachers Achieve Science Literacy	SE 058 898	SE
Bread and Butter of the Internet	IR 018 221	IR
Brief Family Consultation in Schools	ED 315 705	CG
Brief History of Bilingual Education in Spanish, A,	ED 308 055	RC
Budgeting for Higher Education at the State Level: Enigma, Paradox, and Ritual	ED 332 562	HE
Building A Successful Parent Center in an Urban School	ED 358 198	UD
Building Academically Strong Gifted Programs in Rural Schools	ED 308 060	RC
Building Blocks of Computer-Based Career Planning System	ED 347 478	CG
Building Community for the 21st Century	ED 347 489	CG
Building Databases for Education	ED 270 107	IR
Building Relationships Between Schools and Social Services	ED 339 111	EA
Burnout in Schools and Other Human Service Institutions [Part of a Collection]	ED 209 407	UD
Business/Education Partnerships	ED 383 856	CE
Business/Industry Standards and Vocational Program Accountability	ED 383 857	CE
Cable Television in the Classroom	ED 371 727	IR
CACREP Accreditation: Assessment and Evaluation in the Standards and Process	ED 388 884	CG
CACREP Accreditation: Setting the Standard for Counselor Preparation	ED 347 470	CG
CAMCRY: An Innovation In Collaborative Program Development	ED 399 483	CG
Campus Green: Fund Raising in Higher Education, The	ED 321 705	HE
Can Instructional Leaders Be Facilitative Leaders	ED 381 893	EA
Can Performance-Based Assessments Improve Urban Schooling?	ED 327 612	UD
Canadian Action on Early School Leaving: A Description of the National Stay-in-School Initiative	ED 399 481	CG
Capital Outlay: A Critical Concern in Rural Education	ED 319 583	RC
Career Academies: Educating Urban Students for Career Success	ED 355 311	UD
Career And Employment Counseling in Canada: The State Of The Art	ED 399 480	CG
Career Assistance for Older Adults	ED 237 796	CE
Career Counseling for Aboriginal Youth: A Community-Based Program Development Approach	ED 399 487	CG
Career Counseling for Native Youth: What Kind And By Whom?	ED 399 486	CG

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ERIC Digests (Alphabetical)

	ED Number	(CH)
Career Counseling For Young People With Physical Disabilities: An Introduction To *Thresholds*	ED 400 471	CG
Career Counseling of Girls and Women: Guidelines for Professional Practice	CG 027 051	CG
Career Counseling of Youth with Learning Disabilities	ED 400 470	CG
Career Counseling With Native Clients: Understanding The Context	ED 399 485	CG
Career Counseling with Street Youth	ED 400 472	CG
Career Development in Adult Basic Education	ED 240 397	CE
Career Development in the Work Place (1982)	ED 237 799	CE
Career Development in the Workplace (1989)	ED 308 399	CE
Career Development: The Contemporary Scene and the Future	ED 304 632	CG
Career Development through Self-Renewal	ED 358 378	CE
Career Education	No ED#	EC
Career Education and Applied Academics	ED 350 488	CE
Career Education Counseling for Migrant Students	ED 273 397	RC
Career Education for a Global Economy	ED 355 457	RC
Career Education for Teen Parents	ED 376 272	CE
Career Education for the Underemployed	ED 240 396	CE
Career Guidance, Families and School Counselors	ED 279 991	CG
Career Guidance in Two-Year Colleges	No ED#	CG
Career Planning for Gifted and Talented Youth	ED 321 497	EC
Career Resilience	CG 073 131	CE
Career Resource Centers	No ED#	CG
Career Resource Centers (1982)	ED 237 795	CE
Career Resource Centers (1993)	ED 358 377	CE
Career Search for the Gifted and Talented	ED 262 507	EC
Career Transitions	CG 027 053	CG
Careers in Commercial and Private Recreation	ED 248 238	SP
Careers in Special Education	No ED#	EC
Case Against a National Test, The	ED 338 703	TM
Case for Authentic Assessment, The	ED 328 611	TM
Case for Physical Education, The	ED 248 240	SP
Case for Validity Generalization, The	ED 338 699	TM
Case Method of Teacher Education: Alaskan Models, The	ED 321 965	RC
Cases, Case Methods, and the Professional Development of Educators	ED 401 272	SP
CD-ROM for Educators	ED 290 463	IR
Censorship of Curriculum Material	ED 315 864	EA
Center for Research on Evaluation, Standards, and Student Testing (CRESST), The	ED 338 705	TM
Centric Career Counseling Model, A	CG 027 033	CG
Certification of Teachers of Mathematics	No ED#	SE
Challenge of Counseling in Middle Schools	ED 328 825	CG
Challenge of Diversity: Involvement or Alienation in the Academy?	ED 317 145	HE
Challenges to and Censorship of School Guidance Materials	ED 347 479	CG
Challenging Gifted Students in the Regular Classroom	ED 352 774	EC
Challenging the "Revolving Door Syndrome"	ED 361 057	JC
Challenging Troublesome Career Beliefs	ED 347 481	CG
Changes in American Indian Education: A Historical Retrospective for Educators in the U.S.	ED 314 228	RC
Changing Face of Parenting Education, The	ED 382 406	PS
Changing Face of Racial Isolation and Desegregation in Urban Schools, The	ED 358 199	UD
Changing Focus in Evaluation: Linking Process And Outcome, A	CG 027 046	CG
Changing Role of School Boards, The	ED 357 434	EA
Changing Roles of the Media Specialist	ED 284 532	IR
Changing Schools through Experiential Education	ED 345 929	RC
Changing World of the Elementary School Counselor, The	ED 328 824	CG
Chapter 1 Schoolwide Projects: Advantages and Limitations	ED 363 668	UD
Characteristics of Intellectually Gifted Children	ED 262 517	EC
Charting New Maps: Multicultural Education in Rural Schools	ED 348 196	RC
CHDF—Partner in Professionalism	ED 347 471	CG
Chicanos and Politics	No ED#	RC
Chicanos in Higher Education—Issues and Dilemmas for the 21st Century	ED 365 206	HE
Child Abuse and Neglect	No ED#	EC
Child Abuse and the Handicapped Child	ED 287 262	EC

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	ED Number	(CH)
Child Care Directors' Training and Qualifications	ED 301 363	PS
Child Care Resource and Referral Agencies	ED 338 444	PS
Child Find	No ED#	EC
Child Sexual Abuse: What It Is and How to Prevent It	ED 321 843	PS
Childhood Obesity	ED 328 556	SP
Children on Medication	No ED#	EC
Children With Communication Disorders	ED 321 504	EC
Children's Fiction as a Source for Social Studies Skill-Building	ED 285 797	SO
Children's Literacy Development: Suggestions for Parent Involvement	ED 365 979	CS
Children's Literature for Adult ESL Literacy	ED 353 864	FL/LE
Children's Nutrition and Learning	ED 369 579	PS
Children's Peer Relationships	ED 265 936	PS
Children's Writing in ESL	ED 303 046	FL
Choice in the Public Schools (1986)	ED 282 350	EA
Choice in the Public Schools (1989)	ED 309 565	EA
Choosing Software for Children	ED 267 914	PS
Citing ERIC Materials	No ED#	TM
Civic Education for Constitutional Democracy: An International Perspective	ED 390 781	SO
Civic Education for Democracy in Latvia: The Program of the Democracy Advancement Center	SO 026 938	SO
Civic Education for Global Understanding	ED 370 882	SO
Civic Education in Schools	ED 301 531	SO
Civic Education Through Service Learning	ED 390 720	SO
Class Size	ED 259 454	EA
Class Size and Writing Instruction	ED 250 689	CS
Classroom Management	ED 232 759	PS
Classroom Strategies for Teaching Migrant Children About Child Abuse	ED 293 681	RC
Classroom Teacher as Teacher Educator	ED 335 297	SP
Clear Writing in the Professions	ED 343 136	CS
Clinical Supervision in Addictions Counseling: Special Challenges and Solutions	ED 372 355	CG
Closed Captioned Television for Adult LEP Literacy Learners	ED 321 623	FL/LE
Closed Captioned TV: A Resource for ESL Literacy Education	ED 372 662	FL/LE
Closer Look at Children in Single-Parent Families, A	ED 254 587	UD
Cluster Grouping of Gifted Students: How to Provide Full-Time Services on a Part-Time Budget	ED 397 618	EC
Coaching Certification	ED 310 112	SP
Coaching for Tests	ED 286 939	TM
Cognitive Learning in the Environment: Elementary Students	ED 287 684	SE
Cognitive Learning in the Environment: Secondary Students	ED 286 756	SE
Collaboration: The Prerequisite for School Readiness and Success	ED 356 906	PS
Collaboration Between Schools and Social Services	ED 320 197	EA
Collaboration in Adult Education	ED 282 091	CE
Collaboration in Adult ESL and Family Literacy Education	ED 378 847	FL/LE
Collaboration in Schools Serving Students with Limited English Proficiency and Other Special Needs	ED 352 847	FL
Collaborative Bargaining in Education	ED 284 372	EA
Collaborative Learning in Adult Education	ED 334 469	CE
Collaborative Peer Review. The Role of Faculty in Improving College Teaching	ED 378 924	CE
Collaborative Schools	ED 290 233	EA
College Alcohol and Drug Abuse Prevention Programs: An Update	ED 347 960	HE
College Alcohol Programs	ED 308 802	HE
College Choice: Understanding Student Enrollment Behavior	ED 333 854	HE
College Counseling in Independent Schools	ED 304 625	CG
College Learning Improvement Programs	ED 284 512	HE
College Planning for Gifted and Talented Youth	ED 321 495	EC
College Planning for Students with Learning Disabilities	ED 314 917	EC
College Search Committees	ED 284 511	HE
College Student Assessment	No ED#	HE
College, the Constitution, and the Consumer Student, The	ED 284 524	HE
Commemorating the Bicentennial of the U.S. Constitution	ED 272 431	SO
Commitment to Transfer	ED 310 832	JC
Communicable Diseases in the Schools	ED 282 349	EA

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	ED Number	(CH)
Communicating Scholastic Success	ED 315 424	TM
Communicating the Next Message of Reform through the Professional Standards for Teaching Mathematics	ED 335 238	SE
Communicating with Culturally Diverse Parents of Exceptional Children	ED 333 619	EC
Communicating Within Organizational Cultures	ED 296 419	CS
Communication Apprehension: The Quiet Student in Your Classroom	ED 284 315	CS
Communication Skills	ED 390 114	EA
Communication Strategies for Employment Interviews	ED 341 111	CS
Communications Technologies in Adult, Career, and Vocational Education (1989)	ED 305 494	CE
Communications Technologies in Adult, Career, and Vocational Education. Overview (1983)	ED 240 395	CE
Communicative Approach to Observation and Feedback	ED 364 926	CS
Communicative Language Teaching: An Introduction and Sample Activities	ED 357 642	FL
Communities and School Closings [Part of a Collection]	ED 209 407	UD
Community Coalitions to Restructure Schools	ED 368 080	EA
Community College Faculty and the Transfer Function: A Critical Analysis	ED 261 755	JC
Community College Foundations	ED 304 170	JC
Community College Honors Programs	ED 353 007	JC
Community College Professor: Teacher and Scholar, The	ED 272 248	JC
Community College Role in Achieving Adult Literacy, The	ED 333 951	JC
Community College Scholarship	ED 395 617	JC
Community College Students in the Fine and Performing Arts	ED 292 485	JC
Community Colleges and Proprietary Schools	ED 400 003	JC
Community Colleges as Facilitators of School-to-Work	ED 383 360	JC
Community Colleges: General Information and Resources	ED 377 911	JC
Community Colleges: How to Develop a Positive Liaison with State Lawmakers	ED 269 117	JC
Community Colleges International	ED 393 504	JC
Community Involvement in K-12 Career Education	CG 073 130	CE
Community Needs Assessment Surveys	ED 200 299	JC
Community Service and Civic Education	ED 309 135	SO
Community Study	ED 268 065	SO
Community's Role in Continuing Education for Disabled Adults, The	No ED#	EC
Compact Guides to Information on Urban and Minority Education [A collection of Digests]	ED 209 407	UD
Competency Assessment in Teacher Education (August 1981)	No ED#	SP
Competency Assessment in Teacher Education (June 1984)	No ED#	SP
Competency Education for Adult Literacy	ED 237 798	CE
Competency Testing for Handicapped Children	No ED#	EC
Competency-Based Education for Media Professionals	ED 232 707	IR
Complying with Title IX Regulations [Part of a Collection]	ED 209 407	UD
Components of Good Teacher Induction Programs	ED 269 407	SP
Comprehensive Guidance Program Design	ED 287 137	CG
Comprehensive Planning: Guidance for Educators of American Indian and Alaska Native Students	ED 400 145	RC
Comprehensive School Health Education	ED 351 335	SP
Computer-Assisted Instruction: Authoring Languages	ED 281 504	IR
Computer-Assisted Language Learning: Current Programs and Projects	ED 355 835	FL
Computer-Assisted Test Construction	No ED#	TM
Computer-Assisted Testing in Counseling and Therapy	ED 391 983	CG
Computer-Assisted Writing Instruction (1988)	ED 293 130	CS
Computer Assisted Writing Instruction (1994)	ED 376 474	CS
Computer-Based Career Information Systems	ED 395 216	CE
Computer-Based Systems	ED 237 793	CE
Computer Databases: Applications for the Social Studies	ED 264 167	SO
Computer Equity	No ED#	IR
Computer Literacy for Teachers	ED 254 210	IR
Computer-Networked Writing Lab: One Instructor's View, The	ED 353 604	CS
Computer Networks for Science Teachers	ED 359 044	SE
Computer Skills for Information Problem-Solving: Learning and Teaching Technology in Context	ED 392 463	IR
Computer Software: Copyright and Licensing Considerations for Schools and Libraries	ED 308 856	IR
Computer Uses In Secondary Science Education	ED 331 489	IR
Computerized Adaptive Testing	ED 286 940	TM
Computerized Adaptive Tests	ED 315 425	TM

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Computers and Assessment in Science Education	ED 395 770	SE
Computers and Opportunities for Literacy Development	ED 311 120	UD
Computers in Social Studies Classrooms	ED 296 950	SO
Concept of Statistical Significance Testing, The	ED 366 654	TM
Conducting a Needs Assessment	No ED#	CG
Conflict in Career Decisions	CG 027 035	CG
Conflict Resolution Programs in Schools	ED 338 791	UD
Connecting Performance Assessment to Instruction: A Comparison of Behavioral Assessment, Mastery Learning, Curriculum-Based Measurement, and Performance Assessment.	ED 381 984	EC
Connections Between Language Education and Civic Education	ED 348 318	SO
Considerations in Teaching Culturally Diverse Children	ED 341 648	SP
Constructing Classroom Achievement Tests	ED 315 426	TM
Constructivist Approaches For Career Counselors	CG 027 029	CG
Constructivist Career Counseling	CG 027 028	CG
Consulting With the Judiciary	ED 347 490	CG
Consumer Competency: a National Status Report	ED 351 612	CE
Contact Literature in English	ED 323 552	CS
Contemporary Censorship	No ED#	SP
Content Area Textbooks: Friends or Foes?	ED 321 249	CS
Content-Centered Language Learning	ED 367 142	FL
Contribution of Documentation to the Quality of Early Childhood Education	ED 393 608	SO
Controlled Choice: An Alternative School Choice Plan	ED 344 342	EA
Controversial Issues in the Classroom	ED 327 453	SO
Controversial Issues: Concerns for Policymakers	ED 253 465	SO
Controversies Surrounding Developmental Education in the Community College	ED 286 557	JC
Cooperation between School Psychologists and Counselors in Assessment	ED 391 986	CG
Cooperative Education: Characteristics and Effectiveness	ED 312 455	CE
Cooperative Learning for Students from Diverse Language Backgrounds	ED 347 853	FL
Cooperative Learning in Social Studies Education: What Does the Research Say?	ED 264 162	SO
Cooperative Learning in the Urban Classroom	ED 273 717	UD
Cooperative Learning Strategies and Children	ED 306 003	PS
Cooperative Learning with Limited-English-Proficient Students	ED 287 314	FL
Cooperative Learning: Increasing College Faculty Instructional Productivity	ED 347 871	HE
Cooperative Problem-Solving in the Classroom	ED 310 881	PS
Coping with Changing Demographics	ED 315 865	EA
Coping with Fears and Stress	ED 341 888	CG
Coping with Life Transitions	ED 350 527	CG
Copyright Issues for the Electronic Age	ED 381 177	IR
Core Ideas of CIVITAS: A Framework for Civic Education, The	ED 346 016	SO
Core Ideas of Lessons from History: Essential Understandings and Historical Perspectives Students Should Acquire, The	ED 363 527	SO
Corporate Education	ED 301 142	HE
Correctional Education and the Community College	ED 321 835	JC
Correctional Education: Selected Aspects	ED 275 888	CE
Cost Effectiveness for Special Education, The	No ED#	EC
Cost of a National Examination	ED 385 611	TM
Counseling Abused Children	ED 315 706	CG
Counseling and Educational Excellence: A Response to "A Nation at Risk"	ED 260 366	CG
Counseling and Guidance Software	ED 315 701	CG
Counseling Career Drifters	CG 027 022	CG
Counseling Families from a Systems Perspective	ED 304 634	CG
Counseling for Study Skills	ED 287 138	CG
Counseling Gifted Students	No ED#	CG
Counseling in a Multicultural Educational Setting	No ED#	UD
Counseling Roles and AIDS	ED 279 994	CG
Counseling Teenage Fathers: The "Maximizing a Life Experience" (MALE) Group	ED 341 891	CG
Counseling to Enhance Self-Esteem	ED 328 827	CG
Counseling Underachievers: A Comprehensive Model for Intervention	ED 304 631	CG
Counseling Using Technology With At-Risk Youth	ED 347 480	CG
Counseling Young Offenders for Rehabilitation and Employment: The Problem and Promise	ED 400 473	CG

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Counseling Youngsters for Stress Management	ED 287 139	CG
Counselling Supervision: International Perspectives	ED 372 358	CG
Counselor and NBCC, The	ED 347 472	CG
Counselor Intentionality and Effective Helping	ED 378 461	CG
Counselor Membership in ACA	ED 347 474	CG
CounselorQuest Update Pack '93 [A Collection of Digests]	ED 350 491	CG
Counselors and Computers	ED 287 140	CG
Counselors and Teachers as Student Advisors	ED 315 703	CG
Counselors' Use of Tests: Process and Issues	ED 304 626	CG
Counting the Reverse Transfer Students	ED 261 757	JC
Countering Prejudice Against American Indians and Alaska Natives Through Antibias Curriculum and Instruction	ED 400 146	RC
Course Integrated Library Instruction	ED 306 960	IR
Creating a New Vision of School Psychology: Emerging Models of Psychological Practice in Schools	ED 390 016	CG
Creating a Professional Workforce in Adult ESL Literacy	ED 369 308	FL/LE
Creating and Maintaining a Diverse Faculty	ED 386 261	JC
Creating and Maintaining the Bibliographic Database for Library Automation	ED 321 773	IR
Creating Distinctiveness: Lessons from Uncommon Colleges and Universities	ED 356 753	HE
Creating Drama with Poetry: Teaching English as a Second Language Through Dramatization and Improvisation	ED 368 214	FL
Creating Meaningful Performance Assessments.	ED 381 985	EC
Creating Racial Integration in a Desegregated Magnet School	ED 269 518	UD
Creating Self-Portraits	CG 027 037	CG
Creative Activities for Teaching English as a Foreign Language	ED 333 713	FL
Creative Dramatics in the Language Arts Classroom	ED 297 402	CS
Creativity and Counseling	ED 260 369	CG
Creativity and the Creative Process	ED 262 508	EC
Creativity in Young Children	ED 306 008	PS
Critical Need for College Student Personnel Services, A	ED 284 519	HE
Critical Presentation Skills—Research to Practice	ED 291 205	EC
Critical Thinking in College English Studies	ED 284 275	CS
Critical Thinking in Community Colleges	ED 348 128	JC
Critical Thinking in the Social Studies	ED 272 432	SO
Critical Thinking Skills and Teacher Education	ED 297 003	SP
Critical Thinking: Promoting It in the Classroom	ED 306 554	CS
Cross-Age and Peer Tutoring	ED 350 598	CS
Cross-Age Tutoring in the Literary Club	ED 386 949	FL
Cross-Cultural Issues in Adult ESL Literacy Classrooms	ED 358 751	FL/LE
Crossing Pedagogical Oceans: International Teaching Assistants in U.S. Undergraduate Education	ED 358 812	HE
Cultivating Resilience: An Overview for Rural Educators and Parents	ED 372 904	RC
Cultural Considerations in Adult Literacy Education	ED 334 866	FL/LE
Cultural Diversity and Teamwork	ED 377 311	CE
Cultural Values and Motivation	No ED#	EC
Culturally Responsive Curriculum	ED 370 936	SP
Current Condition of Native Americans, The	ED 348 202	RC
Current Developments in Teacher Induction Programs	ED 269 406	SP
Current Issues in Research on Intelligence	ED 385 605	TM
Current Projects and Activities in K-12 Science Education Curriculum Development	ED 324 194	SE
Current Reform Efforts in Mathematics Education	ED 372 969	SE
Current Research in Environmental Education	ED 274 557	SE
Current Status of the Associate Degree	ED 261 758	JC
Current Terms in Adult ESL Literacy	ED 358 750	FL/LE
Curricula for the Gifted and Talented	ED 262 518	EC
Curriculum Adequacy and Quality in High Schools Enrolling Fewer Than 400 Pupils (9-12)	ED 401 090	RC
Curriculum and Evaluation Standards for Mathematics Education	ED 319 630	SE
Curriculum and Instruction to Reduce Racial Conflict	ED 322 274	UD
Curriculum Change in Secondary School Mathematics	No ED#	SE
Curriculum Roles and Responsibilities of Library Media Specialists	ED 308 880	IR
Cyberspace Class: Rewards and Punishments	ED 400 574	CS
Daily Life in Japanese High Schools	SO 027 364	SO

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Data-Driven School Improvement	EA 027 548	EA
Data Needs on Teacher Supply and Demand	ED 269 408	SP
Day Care in Schools	ED 282 351	EA
Debate and Communication Skills	ED 321 334	CS
Decision Making in the Language Arts	CS 215 725	CS
Defining Giftedness	ED 262 519	EC
Delivering Special Education	ED 308 686	EC
Delivering Special Education: Statistics and Trends	ED 340 154	EC
Delivery of Career Counseling Services: Community Access — The Role of Employers	CG 027 041	CG
Delivery of Career Counseling Services: Videodisc& Multimedia Career Interventions	CG 027 043	CG
Delivery Systems for Distance Education	ED 304 111	IR
Demand and Supply of Minority Teachers	ED 316 546	SP
Demographic Trends of the Mexican-American Population: Implications for Schools	ED 321 961	RC
Department Chair: New Roles, Responsibilities and Challenges, The	ED 363 165	HE
Describing the Non-Liberal Arts Community College Curriculum	ED 358 894	JC
Descriptive Analysis of the Community College Liberal Arts Curriculum	ED 285 609	JC
Desegregation as an Equal Educational Opportunity Strategy for Hispanics	No ED#	UD
Deteriorating School Facilities and Student Learning	ED 356 564	EA
Determining the Effectiveness of Youth Programs	UD 031 451	UD
Deterrents to Participation in Adult Education	ED 275 889	CE
Developing Effective Programs for Special Education Students Who Are Homeless	ED 340 148	EC
Developing Homework Policies	ED 256 473	PS
Developing Individualized Education Programs, IEPs for the Gifted and Talented	ED 262 509	EC
Developing Leadership in Gifted Youth	ED 321 490	EC
Developing Learning Outcomes for Gifted Students	ED 352 775	EC
Developing Metacognition	ED 327 218	IR
Developing Native Language Literacy in Language Minority Adult Learners	ED 358 747	FL/LE
Developing Non-Biased Criteria for Mainstreaming Minority Students	No ED#	UD
Developing Programs for Students of High Ability	ED 334 806	EC
Developing Programs for the Gifted and Talented	ED 262 520	EC
Developing Social Vocational Skills in Handicapped Individuals	ED 287 263	EC
Developing Supplemental Funding: Initiatives for Rural and Small Schools	ED 357 910	RC
Developing Teachers' Leadership Skills	ED 330 691	SP
Developing Tomorrow's Teachers of World Languages	ED 350 880	FL
Development of Social Competence in Children, The	ED 281 610	PS
Development Officer in Higher Education. Toward an Understanding of the Role, The	ED 382 106	HE
Developmentally Appropriate Programs	ED 356 101	PS
Dialect Differences and Testing	ED 323 813	FL
Dialogue Journal Writing with Limited-English-Proficient (LEP) Students	ED 281 366	FL
Dialogue Journals	ED 284 276	CS
Dialogue Journals: Interactive Writing to Develop Language and Literacy	ED 354 789	FL/LE
Different Types of ESL Programs	ED 289 360	FL
Differentiating Between Counseling Theory and Process	ED 347 485	CG
Differentiating Curriculum for Gifted Students	ED 342 175	EC
Differentiating Instruction for Advanced Learners in the Mixed-Ability Middle School Classroom	ED 389 141	EC
Directory of Organizations and Programs in Mexican American Education, A	ED 280 648	RC
Directory of Organizations and Programs in Migrant Education, A	ED 279 483	RC
Directory of Organizations and Programs in Rural Education, A	ED 273 423	RC
Disabilities: An Overview	ED 291 203	EC
Disciplinary Exclusion of Special Education Students	ED 295 397	EC
Discovering Interests and Talents Through Summer Experiences	ED 321 496	EC
Discovering Mathematical Talent	ED 321 487	EC
Dismissing Incompetent Teachers	ED 259 448	EA
Displaced Homemakers	No ED#	CG
Displaced Workers	ED 240 394	CE
Dispositions as Educational Goals	ED 363 454	PS
Distance Education	ED 259 214	CE
Distance Education and the Changing Role of the Library Media Specialist	ED 327 221	IR
Distance Learning, the Internet, and the World Wide Web	ED 395 214	CE
Divorce and One-Parent Counseling	No ED#	CG

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	ED Number	(CH)
Does Early Intervention Help?	ED 295 399	EC
Doing Mathematics With Your Child	ED 372 967	SE
Doing Science With Your Children	ED 372 952	SE
Down Syndrome	ED 304 819	EC
Downsizing Schools in Big Cities	ED 393 958	UD
Dropout Intervention and Language Minority Youth	ED 379 951	FL
Dropout Prevention	ED 282 347	EA
Drop-Out Rates among American Indian and Alaska Native Students: Beyond Cultural Discontinuity	ED 388 492	RC
Dropout's Perspective on Leaving School, The	ED 291 015	CG
Drug Abuse: Prevention Strategies for Schools	ED 279 644	SP
Drug and Alcohol Prevention Education	ED 330 675	SP
Drug Testing (1988)	ED 307 656	EA
Drug Testing (Revised) (1990)	ED 316 957	EA
Early Childhood Classrooms and Computers: Programs with Promise	ED 291 515	PS
Early Childhood Programs for Language Minority Students	ED 355 836	FL
Early Intervention for Infants and Toddlers—A Team Effort	ED 313 867	EC
Earth Systems Education	ED 359 049	SE
Eating Disorders: Counseling Issues	ED 260 367	CG
Economic Support for Education in Rural School Districts	ED 308 059	RC
Economics in the Curriculum	ED 296 949	SO
Economics of Information in Education	ED 253 255	IR
Educating ESL Students for Citizenship in a Democratic Society	ED 377 138	SO
Educating Exceptional Children	ED 317 007	EC
Educating Homeless Children	ED 308 276	UD
Educating Language-Minority Children	ED 317 273	PS
Educating Part-Time Adult Learners in Transition	ED 360 946	HE
Educating the Consumer about Advertising: Some Issues	ED 332 255	CS
Education and Economic Development	ED 293 207	EA
Education and Employment	ED 268 303	CE
Education and Health Care Advocacy: Perspectives on Goals 2000, IASA, IDEA and Healthy People 2000	ED 390 023	CG
Education-Business Partnerships: Scientific Work Experience Programs	ED 359 045	SE
Education for High-Technology Jobs	ED 259 207	CE
Education for Homeless Adults	ED 358 376	CE
Education for Tomorrow's Vocational Teachers	ED 289 998	CE
Education of Immigrant Children in New York City	UD 031 423	UD
Education on the U.S. Constitution	ED 285 801	SO
Educational Accountability	ED 286 551	JC
Educational Measurement Productivity	No ED#	TM
Educational MOO: Text-based Virtual Reality for Learning in Community	IR 018 246	IR
Educational Reform and the School Counselor	ED 347 491	CG
Educational Rights of American Indian and Alaska Native Handicapped Children	No ED#	EC
Educational Technology and Distance Education	ED 232 617	IR
Educational Testing for Migrant Students	ED 287 654	RC
Effective and Ethical Recruitment of Vocational Education Students	ED 282 092	CE
Effective Group Counseling	ED 366 856	CG
Effective Instruction for Language Minority Children with Mild Disabilities	ED 333 621	EC
Effective Practices for Preparing Young Children with Disabilities for School	ED 358 675	EC
Effective Schools Research and Vocational Education	ED 252 693	CE
Effective Use of Student Journal Writing	ED 378 587	CS
Effects of Career Education on Student Achievement and Retention	ED 252 693	CE
Effects of Corporate Involvement in Education, The	ED 248 242	SP
Effects of Homogeneous Groupings in Mathematics, The	ED 359 065	SE
Efficiency, Equity, and Local Control—School Finance in Texas	ED 357 130	UD
Efficient Financial Management in Rural Schools: Common Problems and Solutions from the Field	ED 335 206	RC
Eight Approaches to Language Teaching	ED 277 280	FL
El Desarrollo Social de los Niños: Una Lista de Cotejo	ED 401 049	PS
El Fomento de la Elasticidad en los Ninos (Fostering Resilience in Children	ED 397 991	PS
El Método Llamado Proyecto (The Project Approach)	ED 380 238	PS
Elderly Parents and Adult Children as Caregivers	ED 279 993	CG

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	ED Number	(CH)
Electronic Networking	ED 278 417	IR
Electronic Networks	ED 254 211	IR
Electronic Portfolios: A New Idea in Assessment	ED 390 377	IR
Elementary School Foreign Language Programs	ED 309 652	FL
Emergency Teacher Certification	ED 248 244	SP
Emerging Issues in State-Level School Finance	ED 324 777	EA
Emerging Role of the Community College Counselor, The	ED 315 707	CG
Emerging Role of Tribal College Libraries in Indian Education, The	ED 348 199	RC
Emerging Student Assessment Systems for School Reform	ED 389 959	CG
Emeritus Professor: Old Rank—New Meaning, The	ED 321 724	HE
Emotional Disturbances	ED 295 398	EC
Employability Skills Profile: What Are Employers Looking For?	ED 399 484	CG
Employability—The Fifth Basic Skill	ED 325 659	CE
Employer-Sponsored Training	ED 237 805	CE
Employers' Expectations of Vocational Education, (# 34) [Part of a Collection]	ED 252 693	CE
Employers' Expectations of Vocational Education, (# 90)	ED 312 454	CE
Employers' Expectations of Vocational Education, (#149)	ED 376 273	CE
Employment and Older Adults	ED 237 806	CE
Empowering Culturally and Linguistically Diverse Students with Learning Problems	ED 333 622	EC
Empowering the Faculty: Mentoring Redirected and Renewed	ED 399 888	HE
Empowering Young Black Males	ED 341 887	CG
Empowerment for Later Life	ED 328 828	CG
Encouraging Creativity in Early Childhood Classrooms	ED 389 474	PS
Encouraging Writing Achievement: Writing Across the Curriculum	ED 327 879	CS
Encouraging Young Children's Writing	ED 327 312	PS
Energy	ED 237 794	CE
Energy Conservation in Small Schools	ED 261 818	RC
ENGAGE: A Career Development-Based, Learning-to-Learn Program for Youth, Parents, and Teachers	CG 027 027	CG
English as a Second Language in Volunteer-Based Programs	ED 385 172	FL/LE
English Language Literacy and Other Requirements of the Amnesty Program	ED 321 616	FL
English Plus	ED 350 884	FL
Enhancing a College's Fund-Raising Ability	ED 308 799	HE
Enhancing Learning in At-Risk Students: Applications of Video Technology	ED 318 464	IR
Enhancing Promotion, Tenure and Beyond: Faculty Socialization as a Cultural Process	ED 368 321	HE
Enhancing Student Learning: Intellectual, Social and Emotional Integration	ED 400 741	HE
Enriching the Compensatory Education Curriculum for Disadvantaged Students	ED 319 876	UD
Enrollment Management	ED 286 558	JC
Environmental Education for a Sustainable Future	ED 320 765	SE
Environmental Education for Adult Learners	ED 335 239	SE
Environmental Education Program Evaluation	No ED#	SE
Environmental Education Resources on the World Wide Web	SE 058 991	SE
Environmental Education that Makes a Difference-Knowledge to Behavior Changes	ED 320 761	SE
Environmental Literacy	ED 351 201	SE
Environmental Studies and Environmental Careers	ED 359 064	SE
Equal Mathematics Education for Female Students	ED 344 977	UD
ERIC/AE Test Locator Service, The.	ED 385 604	TM
ERIC as a Resource for the Teacher Researcher	ED 381 530	SP
ERIC and the Adult Education Act—25 Years of Collaboration	ED 329 807	CE
ERIC Basics: How to Use ERIC to Search Your Special Education Topic	ED 363 052	EC
ERIC Basics: Search Planning Worksheet and List of ERIC Clearinghouses	ED 363 053	EC
ERIC/CAPS—Expanding Counselor Choices	ED 347 473	CG
ERIC Digests, 1988-1991: a Compendium of Forty Titles	ED 341 116	EA
ERIC for Practitioners	ED 270 101	IR
ERIC Information Resources on Outdoor Education and the Handicapped	No ED#	RC
ERIC on CD-ROM: Update (May 1988)	ED 300 031	IR
ERIC on CD-ROM: Update 1990 (December 1990)	ED 330 372	IR
ERIC: Outdoor Education Resources	No ED#	RC
Escalating Kindergarten Curriculum	ED 308 989	PS
ESL and Bilingual Program Models	ED 362 072	FL
ESL in Special Education	ED 303 044	FL

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ERIC Digests (Alphabetical)

	ED Number	(CH)
ESL Instruction for Learning Disabled Adults	ED 379 966	FL/LE
ESL Instruction in Adult Education: Findings from a National Evaluation	ED 385 171	FL/LE
ESL Literacy for a Linguistic Minority: The Deaf Experience	ED 353 861	FL/LE
ESL Population and Program Patterns in Community Colleges	ED 353 022	JC
ESL Program Administration in Higher Education	ED 303 045	FL
ESL Teacher Certification	ED 276 306	FL
ESL Teacher Education	ED 289 361	FL
ESL Through Content-Area Instruction	ED 296 572	FL
Essential Elements of Cooperative Learning in the Classroom, The	ED 370 881	SO
Essentials of Law-Related Education	ED 390 799	SO
Establishing an Outdoor Education Organization	ED 286 701	RC
Establishing Partnerships Between the Business Community and Rural Schools	ED 287 650	RC
Establishing School-Based Internships in Professional Psychology	ED 390 021	CG
Estimating Literacy in the Multilingual United States: Issues and Concerns	ED 372 664	FL/LE
Ethical and Legal Dimensions of Supervision	ED 372 349	CG
Ethical and Legal Issues in School Counseling	ED 315 709	CG
Ethical Leadership	EA 027 572	EA
Ethical Practice in Adult Education	ED 338 897	CE
Ethics in Assessment	ED 391 111	CG
Ethics in Health, Physical Education, Recreation, and Dance	ED 342 775	SP
Ethnographic Questing in the Career Counseling Interview	CG 027 038	CG
Ethnography and Adult Workplace Literacy Program Design	ED 334 867	FL/LE
Evaluating Career Counseling Centers: A Collaborative Approach	CG 027 044	CG
Evaluating Criterion-Referenced Tests	ED 284 911	TM
Evaluating Educational Programs	ED 324 766	EA
Evaluating Principals	ED 330 064	EA
Evaluating School Guidance Programs	ED 388 887	CG
Evaluating Student Writing: Methods and Measurement	ED 315 785	CS
Evaluating Workplace ESL Instructional Programs	ED 386 961	FL/LE
Evaluating Workshop and Institutes	ED 315 427	TM
Evaluation of Gifted Programs	No ED#	TM
Evaluation of Programs for the Gifted and Talented	ED 262 510	EC
Evaluation of Student Teachers	ED 278 658	SP
Evaluation of Teachers, The	ED 278 657	SP
Evaluation Strategies for Vocational Program Redesign	ED 305 497	CE
Excellence in Rural Education: "A Nation at Risk" Revisited	ED 261 819	RC
Excellence Through Educational Technology: Some Prior Considerations	ED 254 212	IR
Exemplary Career Development Programs & Practices: The Best from Canada	ED 382 900	CG
Exercise Adherence	ED 330 676	SP
Experiential Education	ED 237 789	CE
Experiential Learning of Mathematics: Using Manipulatives	ED 321 967	RC
Explaining Test Results to Parents	ED 302 559	TM
Exploratory Foreign Language Courses in the Middle or Junior High School	ED 276 301	FL
Exploring Alternatives to Consolidation	ED 296 817	RC
Expressive Arts in Counseling, The	ED 350 528	CG
Extended School Year (ESY)	ED 321 503	EC
Extending the Reach: Distance Delivery in Career Counseling	CG 027 040	CG
Extending the School Year and Day	ED 259 450	EA
Facilitating Certification and Professional Development for Small Schools	ED 260 884	RC
Facilitating Postsecondary Outcomes for Mexican Americans	ED 372 903	RC
Facilitative Leadership	ED 381 851	EA
Faculty Collaboration: Enhancing the Quality of Scholarship and Teaching	ED 347 958	HE
Faculty Consulting and Supplemental Income	ED 284 521	HE
Faculty Evaluation: Its Purposes and Effectiveness	ED 308 800	HE
Faculty Freedoms and Institutional Accountability: Interactions and Conflicts	ED 284 517	HE
Faculty Job Satisfaction: Women and Minorities in Peril	ED 355 859	HE
Faculty Participation in Decision Making	ED 284 520	HE
Fairness in Performance Assessments	ED 391 982	CG
Family and Intergenerational Literacy	ED 334 467	CE
Family and Intergenerational Literacy in Multilingual Families	ED 321 624	FL

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	ED Number	(CH)
Family-Career Connection, The	ED 268 305	CE
Family Caregiving	ED 328 826	CG
Family Counseling in the Schools	ED 347 482	CG
Family Influences on Employment and Education	ED 272 702	CE
Family Involvement in Early Multicultural Learning	ED 380 240	PS
Family Lives and Parental Involvement in Migrant Students' Education	ED 335 174	RC
Family Role in Career Development. ERIC Digest No. 164	ED 389 878	CE
Father/Male Involvement in Early childhood Programs	ED 400 123	PS
Fax for Library Services	ED 341 407	IR
Federal Resources for Special Education	No ED#	EC
Females and Mathematics	No ED#	SE
Field Instruction in School Settings	ED 259 935	SE
Field of Educational Technology, The: A Dozen Frequently Asked Questions (April 1983)	ED 232 616	IR
Field of Educational Technology, The: A Dozen Frequently Asked Questions (December 1993)	ED 366 330	IR
Field of Educational Technology, The: A Dozen Frequently Asked Questions (September 1995)	ED 387 117	IR
Fighting Alcohol and Substance Abuse Among American Indian and Alaskan Native Youth	ED 335 207	RC
Financial Equity in Schools	ED 350 717	EA
Finding and Keeping Teachers: Strategies for Small Schools	ED 259 875	RC
Finding Funding for Environmental Education Efforts	ED 359 067	SE
Finding Information About Standardized Tests	ED 302 557	TM
Finding Information About Tests	ED 286 941	TM
Finding Non-Commercial Tests	ED 315 428	TM
Finding Preschool for All Children	ED 389 471	PS
Finding What You Need in ERIC	ED 253 459	SO
First-Generation College Students	ED 351 079	JC
Fiscal Policy Issues and School Reform	ED 321 342	EA
Five Common Misuses of Tests	ED 315 429	TM
Five Key Issues in School Restructuring	ED 344 329	EA
Five Processes of Career Planning	CG 027 032	CG
Flexibility in Academic Staffing	ED 284 523	HE
Flexible Work Schedules	ED 321 157	CE
Follow-Up Evaluation of Career-Counseling Programs	CG 027 052	CG
Foreign Language and International Studies High Schools	ED 276 307	FL
Foreign Language Careers: Translation. Q & A	ED 232 484	FL
Foreign Language Exploratory Programs: Introduction to Language Learning	ED 399 761	FL
Foreign Language Immersion Programs	ED 363 141	FL
Foreign Language Immersion Programs—ERIC Q&A	ED 293 304	FL
Foreign Language Learning and Children: The Parental Role	ED 289 366	FL
Foreign Language Learning: An Early Start	ED 328 083	FL
Foreign Language Organizations	No ED#	FL
Foreign Language Program Articulation from High School to the University	ED 321 586	FL
Foreign Language Program Articulation: Building Bridges from Elementary to Secondary School	ED 301 069	FL
Foreign Language Requirement? Why Not American Sign Language?	ED 309 651	FL
Foreign Language Requirements and Students with Learning Disabilities	ED 355 834	FL
Foreign Language Teacher Certification	ED 276 302	FL
Foreign Language Teacher Education—1987 Update	ED 289 362	FL
Foreign Languages and Distance Education: The Next Best Thing to Being There	ED 327 066	FL
Foreign Languages and International Business	ED 347 851	FL
Forging Partnerships between Mexican American Parents and the Schools	ED 388 489	RC
Forming a Local Parent Association for Gifted and Talented Education	ED 262 521	EC
Fostering Academic Creativity in Gifted Students	ED 321 489	EC
Fostering Cognitive Development in College Students—The Perry and Toulmin Models	ED 284 272	CS
Fostering Counselors' Development in Group Supervision	ED 372 351	CG
Fostering Peer Acceptance of Handicapped Students	ED 262 498	EC
Fostering Resilience in Children	ED 386 327	PS
Fostering Second Language Development in Young Children	ED 386 950	FL
Fostering the Postsecondary Aspiration of Gifted Urban Minority Students	ED 321 498	EC
Four-Year Olds and Public Schooling	ED 325 204	PS
Fourteen Tips to Help Special Educators Deal with Stress	ED 308 657	EC
Freirean Approach to Adult Literacy Education, The	ED 321 615	FL

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ERIC Digests (Alphabetical)

	ED Number	(CH)
From Theory to Practice: Classroom Application of Outcome-Based Education	ED 377 512	CS
Fruit Bats, Cats, and Naked Mole Rates: Lifelong Learning at the Zoo	ED 372 966	SE
Full-Day Kindergarten Programs	ED 382 410	PS
Full-Day or Half-Day Kindergarten?	ED 256 474	PS
Functional Language Instruction for Linguistically Different Students with Moderate to Severe Disabilities	ED 333 623	EC
Funding Rural, Small Schools: Strategies at the Statehouse	ED 335 205	RC
Funds of Knowledge: Learning from Language Minority Households	ED 367 146	FL
Future Learning: Distance Education in Community Colleges	ED 385 311	JC
Future of Family Life, The	ED 237 801	CE
Gaining Control of Violence in the Schools: A View from the Field	ED 377 256	UD
Gangs	ED 321 419	EA
Gangs in the Schools	ED 372 175	UD
GED Testing Program, The	ED 314 430	TM
Gender Bias and Fairness	ED 328 610	TM
Gender Differences in Adolescent Career Exploration	ED 391 108	CG
Gender Issues in Supervision	ED 372 345	CG
General Education and the Community College	ED 304 196	JC
General Education in Community Colleges	ED 362 253	JC
Geography in History: A Necessary Connection in the School Curriculum	ED 360 220	SO
Getting Serious About Sexual Harassment	ED 347 699	EA
Gifted and Talented	ED 237 791	CE
Gifted and Talented Handicapped, The	ED 262 522	EC
Gifted and Talented Students: An Overview	ED 287 257	EC
Gifted But Learning Disabled: A Puzzling Paradox	ED 321 484	EC
Gifted Learners and the Middle School: Problem or Promise?	ED 386 832	EC
Gifted Readers and Reading Instruction	ED 379 637	CS
Giftedness and Learning Disabilities	No ED#	EC
Giftedness and the Gifted: What's It All About?	ED 321 481	EC
Global Issues and Environmental Education	ED 359 051	SE
Glossary of Measurement Terms	ED 315 430	TM
Goals 2000 and World-Class Standards on the Internet	ED 385 610	TM
Good Supervisor, The	ED 372 350	CG
Grade Retention and Promotion	ED 267 899	PS
Grade Retention vs. Social Promotion (Fact Sheet)	No ED#	EA
Grade Retention: Making the Decision	ED 304 498	UD
Grading Students	ED 398 239	TM
Grandparents as Parents: A Primer for Schools	ED 401 044	PS
Granting Academic Credit for Vocational Education	ED 275 887	CE
Growing Old in America: Learning English Literacy in the Later Years	ED 367 197	FL/LE
Growing Role of Japan in International Politics and Economics, The	ED 365 562	SO/JS
Guía Para Ver La Televisión En Familia (Guidelines for Family Television Viewing)	ED 380 236	PS
Guidance—The Heart of Education: Three Exemplary Approaches	ED 328 829	CG
Guidelines for Computer-Assisted Reading Instruction	ED 352 630	CS
Guidelines for Family Television Viewing	ED 320 662	PS
Guidelines for Starting an Elementary School Foreign Language Program	ED 383 227	FL
Guidelines for Working with Adult Learners (1982)	ED 237 811	CE
Guidelines for Working with Adult Learners (1988)	ED 299 456	CE
Guidelines for Working with Adult Learners (1994)	ED 377 313	CE
Guiding the Gifted Reader	ED 321 486	EC
Handwriting Instruction: What Do We Know?	ED 272 923	CS
Having Friends, Making Friends, and Keeping Friends: Relationships as Educational Contexts	ED 345 854	PS
Head Start Experience, The	ED 327 313	PS
Health Care, Nutrition, and Goal One	ED 356 102	PS
Health Communication in the 90's	ED 347 608	CS
Health Education: Classroom and Program Resources	No ED#	SP
Health Problems Among Migrant Farmworkers' Children in the U.S.	ED 357 907	RC
Health Services in the Schools: Building Interdisciplinary Partnerships	ED 390 019	CG
Helping Adolescents Adjust to Giftedness	ED 321 494	EC
Helping At-Risk Youth Make the School-to-Work Transition	ED 321 158	CE
Helping Children Cope With Divorce: The School Counselor's Role	ED 279 992	CG

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Helping Children Overcome Reading Difficulties	ED 344 190	CS
Helping Children Understand Literary Genres	ED 366 985	CS
Helping Gifted Students with Stress Management	ED 321 493	EC
Helping Hispanic Students to Complete High School and Enter College	ED 252 637	UD
Helping Low-Achieving Students in Mathematics	No ED#	SE
Helping Minority Students Graduate from College—A Comprehensive Approach	ED 308 795	HE
Helping Minority Students with Nontraditional Skills Enter and Complete College	ED 234 104	UD
Helping Schools With Career Infusion	CG 027 024	CG
Helping with Homework: A Parent's Guide to Information Problem-Solving	IR 056 251	IR
Helping Young Urban Parents Educate Themselves and Their Children	ED 355 314	UD
Helping Your Highly Gifted Child	ED 321 482	EC
Heritage Education in the Social Studies	ED 300 336	SO
"High Five" of Career Development, The	CG 027 031	CG
"High Risk" Students and Higher Education: Future Trends	ED 325 033	HE
High School Government Textbooks	ED 301 532	SO
High School Graduates In Entry Level Jobs—What Do Employers Want?	ED 293 972	UD
High School-College Partnerships, Conceptual Models, Programs and Issues	ED 347 956	HE
High School-Community College Collaboration	ED 286 559	JC
High-Risk Secondary Student and Experiential, Competency-Based Education, The	No ED#	UD
Higher Education for Handicapped Students	No ED#	EC
Higher Order Thinking Skills in Vocational Education	ED 350 487	CE
Highly Mobile Students: Educational Problems and Possible Solutions	ED 338 745	UD
Hispanic-American Students and Learning Style	ED 393 607	PS
Hispanic and Anglo Students' Misconceptions in Mathematics	ED 313 192	RC
Hispanic Culture and Literature: An Overview	ED 288 667	RC
Hispanic Education in America: Separate and Unequal	ED 316 616	UD
Hispanic Parent Involvement in Early Childhood Programs	ED 382 412	PS
Hispanic Preschool Education: An Important Opportunity	UD 031 328	UD
Hispanics and Employment	ED 234 102	UD
Hispanics in Higher Education: Trends in Participation	ED 357 911	RC
Hispanics in Math and Science: Attracting Student Teachers and Retraining Experienced Teachers	ED 260 870	RC
HIV/AIDS Education in Teacher Preparation Programs	SP 037 124	SP
HIV Prevention Education for Exceptional Youth: Why HIV Prevention Is Important	ED 340 151	EC
Home Schooling (1986)	ED 282 348	EA
Home Schooling (1995)	ED 381 849	EA
Home Schooling and Socialization of Children	ED 372 460	CS
Homeless Children: Meeting the Educational Challenges	ED 356 099	PS
Hothousing Young Children: Implications for Early Childhood Policy and Practice	ED 294 653	PS
How a Parent Group Can Effect Legislation for the Gifted and Talented	No ED#	EC
How Can We Teach Critical Thinking?	ED 326 304	PS
How Children Develop Racial Awareness	ED 232 761	PS
How College Learning Specialists Can Help College Students	ED 334 571	CS
How Do Teachers Communicate?	ED 297 002	SP
How Effective Communication Can Enhance Teaching at the College Level	ED 380 847	CS
How Foreign Language Study Can Enhance Career Possibilities	ED 289 363	FL
How Parents Can Support Gifted Children	ED 352 776	EC
How to Find Good Computer Software in English and Language Arts	ED 250 692	CS
How to Make School Desegregation Work—Some Advice from the Research [Part of a Collection]	ED 209 407	UD
How to Plan and Implement Successful Social Studies Inservice Programs	ED 274 611	SO
How to "Read" Television: Teaching Students to View TV Critically	ED 318 039	CS
How Well Do Tests Measure Real Reading?	ED 306 552	CS
Human Performance Technology	ED 296 122	CE
Human Resource Development: An Introduction	ED 240 398	CE
Humanities in the English Classroom	ED 269 809	CS
Hypertext: Behind the Hype	ED 308 882	IR
Ideas for Integrating Japan into the Curriculum	ED 377 121	SO
Identification of the Gifted and Talented	ED 262 523	EC
Identifying and Serving Recent Immigrant Children Who Are Gifted	ED 358 676	EC
Identifying Gifted and Talented American Indian Students: An Overview	ED 296 810	RC
Identifying Potential Dropouts	ED 339 092	EA

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	ED Number	(CH)
IEP Review, The	No ED#	EC
Immigrants and Their Educational Attainment: Some Facts and Findings	UD 031 422	UD
Impact of Educational Reform on Science Education, The	ED 320 764	SE
Impact of Microcomputer-Based Instruction on Teaching and Learning: A Review of Recent Research	ED 315 063	IR
Impact of Rural Industries on the Outcomes of Schooling in Rural America	ED 308 058	RC
Impact of School Library Media Centers on Academic Achievement, The	ED 372 759	IR
Impact of Vocational Education on Racial and Ethnic Minorities, The	ED 386 514	UD
Imperative for Educational Reform: Implications for Special Education	ED 262 504	EC
Implementing an Anti-Bias Curriculum in Early Childhood Classrooms	ED 351 146	PS
Implementing Effective LRE Programs	ED 233 928	SO
Implementing Information Power	ED 308 857	IR
Implementing Middle School Foreign Language Programs	ED 333 714	FL
Implementing the Multiage Classroom	ED 381 869	EA
Implications of Research on Displaced Workers	ED 305 493	CE
Importance of [ERIC] for Health and Physical Education Teacher Candidates, The	ED 277 654	SP
Importance of [ERIC] for Teacher Candidates	ED 277 655	SP
Improvement in Geography Education	ED 264 164	SO
Improving Academic Advising at the Community College	ED 320 647	JC
Improving Basic Skills of Vocational Education Students	ED 292 973	CE
Improving Chapter 1 Delivery	ED 292 940	UD
Improving Evaluation in Experiential Education	ED 376 998	RC
Improving Schooling to Reduce Teenage Pregnancy	ED 269 517	UD
Improving Student Retention in Community Colleges	ED 276 493	JC
Improving Teacher Evaluations	ED 315 431	TM
Improving the Mathematical Skills of Low Achievers	ED 237 584	UD
Improving the Performance of the Hispanic Community College Student	ED 358 907	JC
Improving the Quality of Student Notes	ED 366 645	TM
Improving the School Experience for Gay, Lesbian, and Bisexual Students	ED 377 257	UD
Improving the School-Home Connection for Low-Income Urban Parents	ED 293 973	UD
Improving the Science and Mathematics Achievement of Mexican American Students Through Culturally Relevant Science	ED 296 819	RC
Improving the Use of Elementary Social Studies Textbooks	ED 274 582	SO
Improving Urban Education with Magnet Schools	ED 340 813	UD
Improving Writing Skills Through Social Studies	ED 285 829	SO
Improving Your Test-Taking Skills	ED 302 558	TM
In the Shadow of Baccalaureate Institutions	ED 348 129	JC
Inappropriate Statistical Practices in Counseling Research: Three Pointers for Readers of Research Literature	ED 391 990	CG
Including Students with Disabilities in General Education Classrooms	ED 358 677	EC
Inclusive Adult Learning Environments	ED 385 779	CE
Incorporating Dialect Study into the Language Arts Class	ED 318 231	FL
Incorporating Humanities Instruction in Vocational Programs	ED 353 005	JC
Increasing Comprehension by Activating Prior Knowledge	ED 328 885	CS
Increasing Minority Participation in the Teaching Profession	ED 270 527	UD
Increasing Science Achievement for Disadvantaged Students	ED 253 623	UD
Increasing the School Involvement of Hispanic Parents	ED 350 380	UD
Indicators of Institutional Effectiveness	ED 385 310	JC
Individualized Career Plan Models	ED 292 975	CE
Individualized Education Program	No ED#	EC
Infant Child Care	ED 333 963	PS
Infant Day Care: The Critical Issues	ED 301 362	PS
Influence of Race and Ethnicity on Access to Postsecondary Education and the College Experience, The	ED 386 242	JC
Influence of Reform on Inservice Teacher Education, The	ED 322 147	SP
Information Literacy for Lifelong Learning	ED 358 870	IR
Information Literacy in an Information Society	ED 372 756	IR
Information Skills for an Information Society: A Review of Research	ED 327 216	IR
Information Technology and the Informed Citizen: New Challenges for Government and Libraries	ED 331 528	IR
Infusing Technology into Preservice Teacher Education	ED 389 699	SP
Innovative Programs and Promising Practices in Adult ESL Literacy	ED 358 748	FL/LE
Instituting Enduring Innovations: Achieving Continuity of Change in Higher Education	ED 358 811	HE

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ERIC Digests (Alphabetical)

	ED Number	(CH)
Institutional Distinctiveness: The Next Item on the Community College Agenda	ED 304 197	JC
Institutionalization of Planned Change in Schools, The	No ED#	SP
Instruction in Awareness of Environmental Issues	ED 259 940	SE
Instructional Conversations	ED 347 850	FL
Instructional Conversations in Native American Classrooms	ED 376 733	FL
Instructional Development for Distance Education	ED 351 007	IR
Instructional Role of the Two-Year College Learning Resources Center, The	ED 304 195	JC
Instructional Strategies for Migrant Students	ED 388 491	RC
Instructionally Effective Schools [Part of a Collection]	ED 209 407	UD
Interest Assessment	ED 389 961	CG
Integrate, Don't Isolate! - Computers in the Early Childhood Curriculum	ED 376 991	PS
Integrated Curriculum in the Middle School	ED 351 095	PS
Integrated Library Systems	ED 381 179	IR
Integrated Services: A Summary for Rural Educators	ED 357 906	RC
Integrating Academic and Vocational Education: An Equitable Way to Prepare Middle Level Students for the Future	ED 354 283	UD
Integrating Academic and Vocational Education: Strategies for Implementation	ED 346 317	CE
Integrating Children with Disabilities into Preschool	ED 369 581	PS
Integrating Foreign Language and Content Instruction in Grades K-8	ED 381 018	FL
Integrating Language and Content: Lessons from Immersion	ED 390 284	FL
Integrating Language and Culture in Middle School American History Classes	ED 367 145	FL
Integrating Literature into Middle School Reading Classrooms	ED 316 853	CS
Integrating Mexican-American History and Culture into the Social Studies Classroom	ED 348 200	RC
Integrating Reading and Writing into Adult ESL Instruction	ED 358 749	FL/LE
Integrating Science and Math in Vocational Education	ED 355 456	CE
Integrating Students with Severe Disabilities	ED 321 501	EC
Integrating Testing with Teaching	ED 315 432	TM
Integrating the Language Arts (1985)	ED 263 627	CS
Integrating the Language Arts (1997)	CS 215 659	CS
Integrating Writing and Social Studies, K-6	ED 232 902	SO
Integrative Education	ED 390 112	EA
Interactive Distance Learning Technologies for Rural and Small Schools: A Resource Guide	ED 286 698	RC
Interactive Multimedia Computer Systems	ED 340 388	IR
Interactive Video for Special Education	ED 287 260	EC
Interactive Video in Vocational Education	ED 268 304	CE
Interactive Videodisc in Vocational Education	ED 325 660	CE
Interactive Videodisc: An Emerging Technology for Educators	ED 315 064	IR
Interagency Collaboration: Its Role in Welfare Reform	ED 347 405	CE
Interdisciplinary Environmental Education	No ED#	SE
Integrated Services: New Roles for Schools, New Challenges for Teacher Education	ED 355 197	SP
International Association for the Evaluation of Educational Achievement, The	ED 328 604	TM
International Literacy Year	ED 321 620	FL/LE
Internationalizing the Community College: Examples of Success	ED 321 833	JC
Internationalizing the University Career Center	ED 341 889	CG
Internet and Early Childhood Educators: Some Frequently Asked Questions, The	ED 382 409	PS
Internet Basics	ED 348 054	IR
Internet Basics: Update 1996	ED 392 466	IR
Internet for Language Teachers	ED 376 734	FL
Internet Resources for Community College	ED 385 326	JC
Internet Resources for Guidance Personnel	ED 391 988	CG
Internships and Reflective Practice: Informing the Workplace, Informing the Academy	CS 214 499	CS
Interpersonal Process Recall	ED 372 342	CG
Interpreting Test Scores for Compensatory Education	ED 314 428	TM
Introduction to Internet Resources for K-12 Educators, Part I: Information Resources, An	ED 372 757	IR
Introduction to Internet Resources for K-12 Educators, Part I: Information Resources, Update 1996, An	ED 391 460	IR
Introduction to Internet Resources for K-12 Educators. Part II: Question Answering, Listservs, Discussion Groups	ED 372 758	IR

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	ED Number	(CH)
Introduction to Internet Resources for K-12 Educators, An Part II: Question Answering Listservs, Discussion Groups, Update 1996	ED 391 461	IR
Invented Spelling and Spelling Development	ED 272 922	CS
Invitational Learning for Counseling and Development	ED 315 702	CG
Involving At-Risk Families in Their Children's Education	ED 326 925	EA
Involving Parents in the Education of Their Children	ED 308 988	PS
Issue: Adult Literacy Assessment, The	ED 310 369	CS
Issues Affecting High School Literature Programs	ED 270 783	CS
Issues and Trends in Career Planning and Placement	ED 304 629	CG
Issues in ESEA Title VII Bilingual Education	No ED#	UD
Issues in Multicultural Counseling	ED 279 995	CG
Issues in Test Bias	No ED#	TM
Item Bias Review	ED 398 241	TM
Japan's Relations With its Asian Neighbors	ED 365 564	SO/JS
Japanese Education	ED 359 086	SO/JS
Japanese-U.S. Economic Relations	ED 365 563	SO/JS
Job Satisfaction Among Community College Faculty	ED 296 765	JC
Job Search Methods	ED 346 318	CE
Job Search Skills for the Current Economy	ED 376 274	CE
Job-Related Basic Skills (#42) (1985)	ED 259 212	CE
Job-Related Basic Skills (#94) (1990)	ED 318 912	CE
Job Training versus Career Development: What Is Voc Ed's Role	ED 395 217	CE
Jobs of the Future (1985)	ED 259 216	CE
Jobs in the Future (1990)	ED 318 913	CE
Journal Writing and Adult Learning	ED 399 413	CE
Juvenile Corrections and the Exceptional Student	ED 340 153	EC
K-12 Technology Planning at State, District, and Local Levels	ED 393 448	IR
Keeping Track of At Risk Students	ED 285 961	UD
Key Characteristics of Middle Level Schools	ED 401 050	PS
Knowledge Base for Teaching, The	ED 330 677	SP
La Disciplina Positiva (Positive Discipline)	ED 380 237	PS
La Evaluación del Desarrollo de los Alumnos Preescolares (Assessing the Development of Preschoolers)	ED 380 239	PS
La Participacion de los Padres en los Programs preescolares (Hispanic Parent Involvement in Early Childhood Programs)	ED 397 993	PS
La Violencia y el Desarrollo de los Ninos (Violence and Young Children's Development)	ED 397 990	PS
Labeling Courses and Students	ED 273 337	JC
Labor Market Information and Career Decision Making	ED 305 496	CE
Labor Studies in the Curriculum	ED 309 132	SO
Language Across the Curriculum	ED 250 699	CS
Language and Literacy Education for Southeast Asian Refugees	ED 365 170	FL/LE
Language Aptitude Reconsidered	ED 318 226	FL
Language Diversity and Language Arts	ED 384 072	CS
Language Experience Approach and Adult Learners, The	ED 350 887	FL/LE
Language Learning Strategies: An Update	ED 376 707	FL
Language Minority Students in School Reform: The Role of Collaboration	ED 400 681	FL
Language Policy and Planning	ED 303 051	FL
Large Scale Writing Assessment	ED 250 691	CS
Lasting Benefits of Preschool Programs	ED 365 478	PS
Latchkey Children	ED 290 575	PS
Latchkey Children and School-Age Child Care	ED 301 360	PS
Latin American Studies	ED 264 161	SO
Law Magnet Programs	SO 027 362	SO
Law-Related Education in Elementary and Secondary Schools	ED 296 948	SO
Leadership	ED 268 063	SO
Leadership Compass Values and Ethics in Higher Education	ED 350 970	HE
Leadership for School Culture	ED 370 198	EA
Leadership in Civic Education	ED 351 270	SO
Leadership in Higher Education	ED 301 144	HE

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ERIC Digests (Alphabetical)

	ED Number	(CH)
Leadership Skills Among the Gifted and Talented	ED 262 511	EC
Learner Assessment in Adult ESL Literacy	ED 353 863	FL/LE
Learner-Centered Worker Education Program, A	ED 334 872	FL/LE
Learning About Tasks Computers Can Perform	ED 380 280	SE
Learning Activities for Environmental Education	No ED#	SE
Learning Centers for the 1990's	ED 338 295	JC
Learning Disabilities, [#407]	ED 291 204	EC
Learning Disabilities, [#E516]	ED 352 779	EC
Learning Disabilities: Glossary of Some Important Terms [#E517]	ED 352 780	EC
Learning in The Environment	No ED#	SE
Learning Management	ED 296 121	CE
Learning of Mathematics, The	ED 265 050	SE
Learning Related Visual Problems	ED 309 582	EC
Learning Styles	ED 301 143	HE
Learning Styles Counseling	ED 341 890	CG
Learning the New Basics Through Vocational Education [Part of a Collection]	ED 252 693	CE
Least Restrictive Environment	No ED#	EC
Least Restrictive Environments: Teaching Children About Diversity (November 1980)	No ED#	SP
Legal Issues in Minimum Competency Testing	ED 286 942	TM
Legal Issues in Testing	ED 289 884	TM
Leisure Education	No ED#	EC
Lesson Structure: Research to Practice	ED 291 206	EC
Liberal Arts at the Community College	ED 351 091	JC
Libraries and the Internet	ED 377 880	IR
Libraries for the National Education Goals	ED 345 753	IR
Library and Information Services for Productivity	ED 327 220	IR
Library and the Latchkey, The	ED 331 512	IR
Library Censorship	ED 264 165	SO
Library Collection Development in an Electronic Age	ED 392 467	IR
Library Latchkey Children	ED 343 687	PS
Library Services for Mexican Americans: Problems and Solutions	No ED#	RC
Library Support Staff in an Age of Change: Utilization, Role Definition, and Status	ED 382 197	IR
Life Cycles and Career Development: New Models	ED 346 316	CE
Life and Work in a Technological Society	ED 368 892	CE
Life Skills Mastery for Students with Special Needs	ED 321 502	EC
Limited-English-Proficient Students in the Schools: Helping the Newcomer	ED 279 206	FL
Linguistic Diversity in the United States: English Plus and Official English	ED 356 686	FL/LE
Limits of Shared Decision-Making, The	ED 397 467	EA
Linking Environmental Education with Environmental and Health Hazards in the Home	ED 320 760	SE
Linking Law-Related Education To Reducing Violence By and Against Youth	ED 387 431	SO
Linking Schools with Human Service Agencies	ED 319 877	UD
Listening to Students' Voices: Educational Materials Written by and for LEP Adult Learners	ED 317 096	FL/LE
Listening: Are We Teaching It, and If So, How?	ED 295 132	CS
Literacy Education for Adult Migrant Farmworkers (August 1992)	No ED#	RC
Literacy Education for Adult Migrant Farmworkers (September 1991)	ED 334 873	FL/LE
Literature as Lessons on the Diversity of Culture	ED 306 602	CS
Local Advocacy for Second Language Education: A Case Study in New Mexico	ED 327 067	FL
Local Area Networks for K-12 Schools	ED 389 277	IR
Locating and Evaluating Career Assessment	ED 391 989	CG
Locating and Selecting Information: A Guide for Adult Educators	ED 325 657	CE
Locating Education and Literacy Statistics	ED 363 796	CE
Locating Job Information	ED 308 398	CE
Locating Nonprint Materials in Adult, Career, and Vocational Education	ED 377 312	CE
Locating Practice-Oriented Materials in ERIC	ED 331 827	SP
Locating Resources on Professional Development Schools	ED 398 216	SP
Locating the "E" in S/T/S	No ED#	SE
Locating Vocational Education Curricula	ED 318 915	CE
Locating Vocational Education Curriculum and Instructional Materials	ED 395 215	CE
Look at National and International Environmental Education Conferences, A	No ED#	SE
Magnet Schools	ED 293 225	EA

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	ED Number	(CH)
Mainstreaming	No ED#	EC
Maintaining Foreign Language Skills	ED 296 573	FL
Making Education Work for Mexican-Americans: Promising Community Practices	ED 319 580	RC
Making Mathematical Connections in High School	ED 380 310	SE
Making Mathematical Connections in Middle School	ED 380 309	SE
Making Mathematical Connections in the Early Grades	ED 380 308	SE
Making Schools More Responsive to At-Risk Students	ED 316 617	UD
Making Sense of Administrative Leadership; The "L" Word in Higher Education	ED 317 099	HE
Making Sense of the Dollars: The Costs and Uses of Faculty Compensation	ED 368 255	HE
Making the A: How To Study for Tests	ED 385 613	TM
Making the Grade: Teacher Education's Role in Achieving the National Education Goals	ED 358 069	SP
Making Time for Teacher Professional Development	ED 400 259	SP
Managing Computer Software Collections	ED 254 213	IR
Managing Disruptive Student Behavior in Adult Basic Education	ED 272 700	CE
Managing Inappropriate Behavior in the Classroom	No ED#	EC
Managing Your Professional Development: A Guide for Part-Time Teachers of Adults	ED 321 155	CE
Managing Youth Programs: A Critical Gap in the Research	ED 344 978	UD
Mandatory Continuing Education	ED 376 275	CE
Marine and Aquatic Education	No ED#	SE
Marketeer: New Role for Career and Placement Specialists	ED 304 633	CG
Marketing Career Counseling Services	CG 027 050	CG
Marketing Yourself as a Professional Counselor	ED 347 492	CG
Mass Communication	ED 339 074	CS
Master's Degree, The	ED 301 140	HE
Mathematics Education Resources on the World Wide Web	SE 058 990	SE
Mathematics Learning in the Elementary School	ED 294 719	SE
Mathematics Learning in the Secondary School	ED 297 935	SE
Mathematics Teacher Supply and Demand	No ED#	SE
Measurement Implications of "A Nation at Risk"	ED 286 943	TM
Measurement Model For Employment Counseling	CG 027 047	CG
Measuring Aptitude	ED 328 608	TM
Measuring Kindergartners' Social Competence	ED 327 314	PS
Measuring Student Outcomes Through the Associate Degree	ED 269 116	JC
Measuring Teacher Attitudes Toward Mainstreaming	ED 289 885	TM
Measuring the Nation's Literacy: Important Considerations	ED 334 870	FL/LE
Measuring Up: The Promises and Pitfalls of Performance Indicators in Higher Education	ED 383 278	HE
Media Ethics: Some Specific Problems	ED 314 802	CS
Media's Role in Political Campaigns	ED 346 527	CS
Mediation in the Schools	ED 378 108	SO
Meeting National Goals for 2000 and Beyond in Mathematics Education	ED 335 210	SE
Meeting National Goals for 2000 and Beyond in Science Education	No ED#	SE
Meeting the Educational Needs of Southeast Asian Children	ED 328 644	UD
Meeting the Goals of School Completion	ED 334 309	UD
Meeting the Mandate: Renewing the College and Departmental Curriculum	ED 347 957	HE
Meeting the Needs of Able Learners through Flexible Pacing	ED 314 916	EC
Meeting the Needs of Needs of Gifted and Talented Minority Language Students	ED 321 485	EC
Meeting the Special Needs of Drug-Affected Children	ED 321 424	EA
Meeting Youth Needs with Community Programs	ED 356 291	UD
Mental Health Counseling Assessment: Broadening One's Understanding of the Client and the Clients Presenting Concerns	ED 388 883	CG
Mental Retardation (1986)	ED 287 258	EC
Mental Retardation (1994)	ED 372 593	EC
Mentor Relationships and Gifted Learners	ED 321 491	EC
Mentoring of Disadvantaged Youth, The	ED 306 326	UD
Mentorships for the Gifted and Talented	ED 262 512	EC
Merit Pay	No ED#	SP
Merit Pay for Teachers	ED 259 453	EA
Meta-Analysis in Educational Research	ED 339 748	TM
Meta-Analysis Research on Science Instruction	ED 259 939	SE
Metacognition and Reading to Learn	ED 376 427	CS

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	ED Number	(CH)
Metacomprehension	ED 250 670	CS
Methods of Securing Alternative Funding for Community Colleges	ED 286 552	JC
Mexican American Special Education	ED 287 656	RC
Mexican American Women: Schooling, Work, and Family	ED 388 490	RC
Mexican Americans In Higher Education	No ED#	RC
Mexican Immigrants in High Schools: Meeting Their Needs	ED 357 905	RC
Microcomputer Courseware Evaluation Sources	ED 270 102	IR
Microcomputer Software and the Social Studies	ED 232 913	SO
Microcomputers and Mathematics Instruction	No ED#	SE
Microcomputers and Science Teaching	No ED#	SE
Microcomputers and Young Children	ED 327 295	PS
Microcomputers in Educational Settings: Data for Searches	No ED#	SE
Microcomputers in the School Office	ED 259 451	EA
Microcomputers in the Science Classroom	ED 309 050	SE
Microcomputers: Equity and Quality in Education for Urban Disadvantaged Students	ED 242 801	UD
Microcomputers: Some Basic Resources	ED 233 711	IR
Middle Level Education in Rural America	ED 385 426	RC
Middle School Education: The Critical Link in Dropout Prevention	ED 311 148	UD
Middle Schools and Foreign Languages: A View for the Future	ED 392 246	FL
Migrant Education: A Quick Look at ERIC	ED 259 872	RC
Migrant Farmworkers and their Children	ED 376 997	RC
Migrant Parents Can Evaluate Education	No ED#	RC
Migrant Student Record Transfer System (MSRTS): An Update, The	ED 357 909	RC
Migrant Student Record Transfer System: What Is It and Who Uses It?	ED 286 700	RC
Migrant Students at the Secondary Level: Issues and Opportunities for Change	ED 296 814	RC
Migrant Students Who Leave School Early: Strategies for Retrieval	ED 335 179	RC
Military Curriculum	ED 237 790	CE
Minibibliography of Readings for Parents and Teachers of Gifted Children, A	No ED#	EC
Minibibliography of Readings for Parents and Teachers of Learning Disabled Children	No ED#	EC
Minibibliography on Computers: Special Education Management, A	No ED#	EC
Minibibliography on the Role of the Computer and the IEP, A	No ED#	EC
Minimum Competency Testing	ED 284 910	TM
Minimum Competency Testing and the Handicapped	ED 289 886	TM
Minority Groups and the Arts [Part of a Collection]	ED 209 407	UD
Misassignment of Teachers in the Public Schools	ED 279 634	SP
Missouri Comprehensive Guidance Model	ED 315 699	CG
Mixed-Age Groups in Early Childhood Education	ED 308 990	PS
Model for Group Employment Counseling, A	CG 027 039	CG
Model Programs for Middle School Teacher Preparation	ED 338 593	SP
Models of Adolescent Transition	CG 027 026	CG
Models of Clinical Supervision	ED 372 340	CG
Montessori Programs in Public Schools	ED 348 165	PS
More Multiple-Choice Item Writing Do's and Don'ts	ED 298 238	TM
More Recent Literature on Urban and Minority Education	ED 306 328	UD
Motivating American Indian Students in Science and Math	ED 296 812	RC
Motivating American Indians into Graduate Studies	ED 286 703	RC
Motivating Low Performing Adolescent Readers	ED 396 265	CS
Motivating Teachers for Excellence	ED 259 449	EA
Motivating the Mexican American Student	ED 287 657	RC
Multi-Cultural Education and Mexican Americans	No ED#	RC
Multicultural Assessment	ED 391 112	CG
Multicultural Career Education and Development	ED 347 402	CE
Multicultural Counseling	ED 357 316	CG
Multicultural Education and the Exceptional Child	No ED#	EC
Multicultural Education for Exceptional Children	ED 333 620	EC
Multicultural Education in Elementary and Secondary Schools	ED 327 613	UD
Multicultural Issues in Supervision	ED 372 346	CG
Multicultural Mathematics: A More Inclusive Mathematics	ED 380 295	SE
Multicultural Mathematics and Science: Effective K-12 Practices for Equity	SE 058 066	SE
Multidimensional Problem of Articulation and Transfer	ED 288 577	JC

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ERIC Digests (Alphabetical)

	ED Number	(CH)
Multiple Perspectives on the Quality of Early Childhood Programs	ED 355 041	PS
Multiplicities of Literacies in the 1990s	ED 320 138	CS
Museum Evaluation	No ED#	TM
Museums and Schools as Partners	ED 278 380	IR
Myths and Misconceptions About Second Language Learning	ED 350 885	FL
Myths and Realities about ERIC	ED 345 756	IR
Narratology, The Study of Story Structure	ED 250 698	CS
National and State Perspectives on Performance Assessment	ED 381 986	EC
National Assessment of Education Progress (NAEP)	ED 328 603	TM
National Assessments in Europe and Japan	ED 355 251	TM
National Board for Professional Teaching Standards	ED 304 444	SP
National Board for Professional Teaching Standards—Update	ED 351 336	SP
National Career Development Guidelines	ED 347 493	CG
National Commission on Excellence in Teacher Education: Commissioned Papers from the Regional Hearings	ED 256 725	SP
National Data for Studying Rural Education: Elementary and Secondary Education Applications	ED 383 518	RC
National Education Goals: Questions and Answers, The	ED 334 715	EA
National Geography Content Standards, The	ED 381 480	SO
National Information Infrastructure: Policy Trends and Issues	ED 368 324	IR
National Research and Education Network (NREN): Promise of a New Information Environment	ED 327 219	IR
National Research and Education Network (NREN): Update 1991, The	ED 340 390	IR
National Research Center on Student Learning	ED 338 704	TM
National Security in the Curriculum	ED 307 222	SO
National Standards and Benchmarks in Science Education: A Primer	SE 058 913	SE
National Standards for Civics and Government	ED 380 401	SO
National Standards for School Health Education	ED 387 483	SP
Nature of Children's Play, The	ED 307 967	PS
Nature of Economic Literacy	ED 284 823	SO
Nature of Geographic Literacy, The	ED 277 601	SO
Nature of Professional Development Schools, The	ED 316 548	SP
Need for Foreign Language Competence in the United States, The	ED 276 304	FL
Networking and Microcomputers	ED 253 256	IR
Networking: K-12	ED 354 903	IR
Neurological Assessment in Schools	ED 328 609	TM
New Access Points to ERIC: An Update, Part III, ERIC/IR Special Projects	No ED#	IR
New Access Points to ERIC: An Update, Part II, CD-ROM and Other New Access Points	No ED#	IR
New Access Points to ERIC: CD-ROM Versions	ED 283 533	IR
New Alliance: Continuous Quality and Classroom Effectiveness, A	ED 392 368	HE
New Assessment Methods for School Counselors	ED 388 888	CG
New Federal Youth Initiatives In Canada	ED 399 482	CG
New Look at Literature Instruction, A	ED 334 595	CS
New Perspectives for Student Affairs Professionals: Evolving Realities, Responsibilities and Roles	ED 370 507	HE
New to the Ranks: Moving from the Military into Teaching	ED 370 937	SP
New Ways of Learning in the Workplace	ED 385 778	CE
Ninth Grade—A Precarious Time for the Potential Dropout, The	ED 284 922	UD
Nondiscriminatory Evaluation	No ED#	EC
Nongraded and Mixed-Age Grouping in Early Childhood Programs	ED 351 148	PS
Nongraded Primary Education	ED 347 637	EA
Nontraditional College Students	ED 347 483	CG
Nontraditional Education in Rural Districts	ED 308 054	RC
Note-Taking: What Do We Know About the Benefits?	ED 300 805	CS
Not Just a Number: Critical Numeracy for Adults	ED 385 780	CE
Novice User and CD-ROM Database Services, The	ED 300 032	IR
Numeracy in the Adult ESL Classroom	ED 392 316	FL
Nurturing Giftedness in Young Children	ED 321 492	EC
Nurturing Social-Emotional Development of Gifted Children	ED 372 554	EC
Nutrition Programs for Children	ED 369 580	PS
Old College Try, The; Balancing Academics and Athletics in Higher Education	ED 317 102	HE
Older Adults: Counseling Issues	ED 260 363	CG
Older Language Learner, The	ED 287 313	FL

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	ED Number	(CH)
Older Worker Training: An Overview	ED 334 470	CE
Older Workers in Transition	ED 400 474	CG
On Being a Surrogate Parent	No ED#	EC
On Second Thought: Using New Cognitive Research in Vocational Education	ED 272 699	CE
On Standardized Testing	ED 338 445	PS
On the Horizon: Important Future Directions For Career Development	CG 027 054	CG
Ongoing Dilemmas of School Size: A Short Story	ED 401 089	RC
Online Information Services for Secondary School Students: A Current Assessment	ED 303 175	IR
Only Child, The	ED 256 475	PS
Open-Ended Questions in Reading	ED 355 253	TM
Opportunities Abroad for Teaching English as a Foreign Language: A Resource List (1990)	ED 321 587	FL
Opportunities Abroad for Teaching English as a Foreign Language: A Resource List (1992 Update)	ED 343 410	FL
Opportunity to Learn Standards: Their Impact on Urban Students	ED 389 816	UD
Optical Disk Formats: A Briefing	ED 303 176	IR
Oral History in the Teaching of U.S. History	ED 393 781	SO
Oral Language Development across the Curriculum, K-12	ED 389 029	CS
Organizations That Provide Test Information	No ED#	TM
Organized Labor Education and Training Programs	ED 259 213	CE
Organizing for Effective Reading Instruction	ED 369 034	CS
Organizing Institutional Research in the Community College	ED 320 648	JC
Out of the Fields and Into Computers	ED 259 873	RC
Outcome-Based Education	ED 363 914	EA
Outcomes of School Career Development	CG 027 025	CG
Outdoor Centers and Camps: A "Natural" Location for Youth Leadership Development	ED 296 811	RC
Outdoor Education Activities for Elementary School Students	ED 260 873	RC
Outdoor Education and Troubled Youth	ED 385 425	RC
Outdoor Education for Behavior Disordered Students	ED 261 811	RC
Outdoor Education: A Directory of Organizations and Activities	No ED#	RC
Outdoor Education: Definition and Philosophy	ED 267 941	RC
Outdoor Programs for Gifted Children	No ED#	RC
Outreach and Retention in Adult ESL Literacy Programs	ED 383 241	FL/LE
Overcrowding in Urban Schools	ED 384 682	UD
Overview of ADA, IDEA, and Section 504	ED 389 142	EC
Overview of Research: Computers in Mathematics Education K-12, An	ED 276 629	SE
Overview of Self-Concept Theory for Counselors, An	ED 304 630	CG
Overview of Strategies to Reduce School Violence	UD 031 385	UD
Overview of the Six National Education Goals, An	ED 334 714	EA
Overview on Excellence [A Collection of Digests]	ED 252 693	CE
Parallel Process in Supervision	ED 372 347	CG
Parent Education and Support Programs	ED 320 661	PS
Parent, Family, and Community Involvement in the Middle Grades	ED 387 273	PS
Parent Involvement and Migrant Education	No ED#	RC
Parent Involvement and the Education of Limited-English-Proficient Students	ED 279 205	FL
Parent Involvement in Children's Academic Achievement	ED 261 313	CG
Parent Involvement in Elementary Language Arts: A Program Model	ED 326 901	CS
Parent Involvement in the Educational Process	ED 312 776	EA
Parent Participation and the Achievement of Disadvantaged Students	ED 259 040	UD
Parent Participation in Middle School Language Arts	ED 399 564	CS
Parents and Schools	ED 269 137	PS
Parents and the School-to-Work Transition of Special Needs Youth	ED 363 798	CE
Parents of Gifted Children	ED 262 527	EC
Parents' Rights and Responsibilities	ED 262 499	EC
Parents' Role and Responsibilities in Indian Education	No ED#	RC
Parents' Role in Transition for Handicapped Youth	ED 282 093	CE
Part-Time Faculty: Higher Education at a Crossroads	ED 284 513	HE
Part-Time Instructors in Adult and Vocational Education	ED 363 797	CE
Part-Time Teachers in Adult and Vocational Education	ED 240 400	CE
Pattern Identification Exercise	CG 027 036	CG
Paying for College: Savings Plan vs. Prepayment	ED 308 797	HE
Peace and Nuclear War	ED 264 163	SO

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ERIC Digests (Alphabetical)

	ED Number	(CH)
Peer and Cross Age Teaching in Mainstream Classes	No ED#	EC
Peer and Cross Age Tutoring	ED 354 608	EA
Peer Conflicts in the Classroom	ED 372 874	PS
Peer Consultation as a Form of Supervision	ED 372 352	CG
Peer Consultation for Professional Counselors	ED 347 476	CG
Peer Counseling	ED 266 341	CG
Peer Helping Relationships in Urban Schools	ED 289 949	UD
Peer Leaders in Drug Abuse Prevention	ED 341 892	CG
Peer Tutoring in Adult Basic and Literacy Education	ED 368 891	CE
Peer-Tutoring: Toward a New Model	ED 362 506	SP
Performance Assessment in Early Childhood Education: The Work Sampling System	ED 382 407	PS
Performance Assessments of Career Development	CG 027 045	CG
Performance Standards for School Superintendents	ED 301 970	EA
Person-Fit Statistics: High Potential and Many Unanswered Questions	ED 355 249	TM
Personal Benefits of Foreign Language Study	ED 276 305	FL
Personal Communication [A Collection of Digests and Fast Bibs]	ED 339 073	CS
Personal Computers Help Gifted Students Work Smart	ED 321 488	EC
Personnel Development in Special Education: Quantity Versus Quality	ED 262 515	EC
Perspectives on Rural Child Care	RC 020 896	RC
Philosophies and Approaches in Adult ESL Literacy Instruction	ED 386 960	FL/LE
Phonemic Awareness: An Important Early Step in Learning to Read	ED 400 530	CS
Phonics in Whole Language Classrooms	ED 372 375	CS
Physical Education Curriculum Resources	No ED#	SP
Place of the Humanities in Continuing Higher Education, The	ED 368 890	CE
Plain English Movement, The	ED 284 273	CS
Planning a Class Camping Trip	ED 260 883	RC
Planning for Parent Participation in Schools for Young Children	ED 342 463	PS
Planning Middle School Foreign Language Programs	ED 324 972	FL
Planning Staff Development Programs for Rural Teachers	ED 260 874	RC
Plugging in to Computer Bulletin Boards	ED 278 381	IR
Pluralism and Education: Its Meaning and Method	ED 347 494	CG
Policy Analysis for School Districts	ED 302 899	EA
Politically Correct on Campus	ED 390 094	CS
Population Education	No ED#	SE
Portfolio and Its Use: Developmentally Appropriate Assessment of Young Children, The	ED 351 150	PS
Portfolio and Test Essay: The Best of Both Writing Assessment Worlds at SUNY Brockport	ED 347 572	CS
Portfolios for Assessment and Instruction	ED 388 890	CG
Portfolios: Assessment in Language Arts	ED 334 603	CS
Positioning Community Colleges Via Economic Development	ED 269 115	JC
Positive Discipline	ED 327 271	PS
Positive Uncertainty: A Paradoxical Philosophy of Counseling Whose Time Has Come	ED 347 486	CG
Post-Modernism, Art Educators, and Art Education	ED 348 328	SO
Post-Tenure Faculty Evaluation	ED 284 529	HE
Post-Traumatic Loss Debriefing: Providing Immediate Support for Survivors of Suicide or Sudden Loss	ED 315 708	CG
Postmodern Educational Technology	ED 348 042	IR
Postsecondary Career Education	ED 237 804	CE
Postsecondary Developmental Programs; A Traditional Agenda with New Imperatives	ED 317 101	HE
Postsecondary Options for Learning Disabled Students	No ED#	EC
Poststructuralism as Theory and Practice in the English Classroom	ED 387 794	CS
Poverty and Learning	ED 357 433	EA
Practical Guide to Preservation in School and Public Libraries, The	ED 335 059	IR
Practical Ideas on Alternative Assessment for ESL Students	ED 395 500	FL
Practical Suggestions for Teaching Global Education	ED 395 924	SP
Praise in the Classroom	ED 313 108	PS
Precedent for Test Validation, A	ED 355 250	TM
Precollege Guidance and Counseling	ED 291 016	CG
Prekindergarten Teacher Licensure	ED 330 674	SP
Preparation of Middle School Teachers	ED 335 356	SP
Preparing Children with Disabilities for School	ED 340 147	EC
Preparing for a Global Community	ED 350 971	HE

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	ED Number	(CH)
Preparing Rural Students for an Urban Environment	ED 296 818	RC
Preparing School Administrators	ED 326 939	EA
Preparing Severely Handicapped Individuals for the World of Work	No ED#	EC
Preparing Students to Take Standardized Achievement Tests	ED 314 427	TM
Preparing Teachers for Conflict Resolution in the Schools	ED 387 456	SP
Preparing Women and Minorities for Careers in Math and Science: The Role of Community Colleges	ED 333 943	JC
Preschool Gifted and Talented Child, The	ED 262 524	EC
Preschool Services for Children with Handicaps	ED 295 394	EC
Prescription for Literacy: Providing Critical Educational Experiences	ED 340 001	CS
Preservice/Inservice Training Options for Rural School Personnel	ED 232 797	RC
President's Perspective on Student Services Delights and Debits, A	ED 366 855	CG
Preventing and Resolving Parent-Teacher Differences	ED 401 048	PS
Preventing Obsolescence Through Adult Retraining	ED 296 120	CE
Prices, Productivity, and Investment; Assessing Financial Strategies in Higher Education	ED 382 092	HE
Priority on Learning: Efficient Use of Resources	ED 384 951	EA
Prison Literacy Programs	ED 383 859	CE
Privacy and Confidentiality	No ED#	EC
Private Sector Involvement in Vocational Education	ED 259 206	CE
Problem of Problem Solving	No ED#	SE
Problem Solving in Early Childhood Classrooms	ED 355 040	PS
Procedural Safeguards	No ED#	EC
Procedures to Increase the Entry of Women in Science-Related Careers	ED 321 977	SE
Procedures To Increase the Entry of Women in Mathematics-Related Careers	ED 324 195	SE
Professional Development Schools and Educational Reform: Concepts and Concerns	ED 335 357	SP
Professional Education	ED 284 527	HE
Professional Standards Development: Teacher Involvement	ED 383 693	SP
Professional Teacher Development and the Reform Agenda	ED 383 694	SP
Professional Training for Teachers of the Gifted and Talented	ED 262 525	EC
Professional Training Programs in Gifted Education	No ED#	EC
Professionalization of Student Affairs Staff, The	ED 347 495	CG
Professionalizing Teaching: Is There a Role for Professional Development Schools?	ED 347 153	SP
Professor Responds by Computer to the Writing of Elementary Students, A	ED 341 061	CS
Proficiency Plus: The Next Step	FL 024 354	FL
Proficiency Testing in the Less Commonly Taught Languages	ED 304 024	FL
Proficiency-Oriented Foreign Language in the Small High School	ED 308 061	RC
Program Evaluation Standards, The	ED 385 612	TM
Program Review	ED 291 441	JC
Project Approach, The	ED 368 509	PS
Project BEST	No ED#	CS
Project for Adult College Education (PACE): Student Characteristics, Perceptions, and Writing Development, The	ED 385 316	JC
Project P.O.D.S.: Providing Opportunities for Developing Success	CG 027 023	CG
Projecting the Future of Community Colleges	ED 388 351	JC
Promising Strategies for At-Risk Youth	ED 328 958	EA
Promoting a Concern for the Environment	ED 351 206	SE
Promoting ERIC Among Classroom Teachers	No ED#	SP
Promoting Gender Equity in Middle and Secondary School Sports Programs	ED 367 660	SP
Promoting Secondary School Transitions for Immigrant Adolescents	FL 024 351	FL
Promotion Policies in the Urban High School	ED 306 327	UD
Proposal Writing for Two-Year Colleges	ED 353 004	JC
Proprietary Schools: Programs, Policies and Prospects	ED 331 338	HE
Prospects in Principal Preparation	ED 350 726	EA
Protecting Children from Inappropriate Practices	ED 326 305	PS
Providing an Appropriate Education to Children with Attention Deficit Disorder	ED 352 747	EC
Providing Curriculum Alternatives To Motivate Gifted Students	ED 372 553	EC
Psychodiagnosis for Counselors: The DSM-IV	ED 366 890	CG
Psychological Dimensions of User-Computer Interfaces	ED 337 203	IR
Psychological Practice in Schools: System Change in the Heartland	ED 390 033	CG
Psychological Services in the Schools	ED 390 017	CG
Public Image and the University	ED 301 145	HE
Public Library Services for Home Schooling	IR 056 236	IR

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	ED Number	(CH)
Public Libraries and Cultural Diversity	ED 358 871	IR
Public Relations for Foreign Languages, Q&A	ED 232 482	FL
Public School Administration on Indian Reservations	ED 260 869	RC
Public School Choice: Issues and Concerns for Urban Educators	ED 322 275	UD
Public Service in Higher Education: Practices and Priorities	ED 284 515	HE
Publishing Children's Writing	ED 363 884	CS
Punctuation: Less is More?	ED 347 553	CS
Pursuing Diversity: Recruiting College Minority Students	ED 333 856	HE
Qualitative Research in Student Affairs	ED 347 487	CG
Qualities of Effective Writing Programs	ED 250 694	CS
"Quality Career Counseling Services": A Developmental Tool For Organizational Accountability	CG 027 049	CG
Quality Circles: Implications for Training	ED 237 810	CE
Quality Circles in the Community College	ED 353 008	JC
Quality of Students in Teacher Education, The	No ED#	SP
Quality or Affordability: Trade-Offs for Early Childhood Programs?	ED 296 809	PS
Quality—Transforming Postsecondary Education	ED 350 972	HE
Questions to Ask When Evaluating Tests	ED 385 607	TM
Racism in America's Schools	ED 320 196	EA
Raising Hispanic Achievement	ED 256 842	UD
Reaching Handicapped Children in Their Early Years	No ED#	EC
Readiness for Kindergarten	ED 291 514	PS
Readiness: Children and Schools	ED 330 495	PS
Reading Achievement in Rural Areas	No ED#	RC
Reading and Writing in a Kindergarten Classroom	ED 331 030	CS
Reading for the Gifted	ED 262 513	EC
Reading Recovery	ED 386 713	CS
Reading Skills Development of Hispanic Students in American Public Schools: Some Specific Strategies	ED 286 705	RC
Readings and Resources for Parents and Teachers of Gifted Children	ED 321 500	EC
Realizing Gender Equality in Higher Education: The Need to Integrate Work/Family Issues	ED 340 273	HE
Reappraisal of Instructional Television, A	ED 294 569	IR
Reauthorized Migrant Education Program: Old Themes and New	ED 380 267	RC
Recent Developments in College Level Environmental Studies Courses and Programs	ED 319 629	SE
Recent Developments in College Science Programs and Courses	ED 320 758	SE
Recent Literature on Urban and Minority Education	ED 311 136	UD
Recent Research on Mathematics Instruction	ED 266 019	SE
Recent Trends in Global/International Education	ED 373 021	SO
Recent Trends in Rural Poverty: A Summary for Educators	ED 335 180	RC
Recent Strategies for Faculty Development	ED 371 807	JC
Recommended Competencies for Outdoor Educators	ED 391 624	RC
Reconceptualizing Professional Teacher Development	ED 383 695	SP
Reconciling Rights and Responsibilities of Colleges and Students: Offensive Speech, Assembly, Drug Testing and Safety	ED 355 860	HE
Recruiting and Retaining Language Minority Students in Adult Literacy Programs	ED 321 621	FL/LE
Recruiting and Selecting Principals	ED 297 481	EA
Recruitment and Retention of Minority Teacher in Vocational Education	ED 368 889	CE
Redefining Doctoral School Psychology	ED 390 020	CG
Redesigning Higher Education. Producing Dramatic Gains in Student Learning	ED 394 441	HE
Reducing Stress Among Students	ED 284 526	HE
Reducing Errors Due to the Use of Judges	ED 355 254	TM
Reducing the Dropout Rate Through Career and Vocational Education	ED 282 094	CE
Reentry Programs for Dropouts in Adult Settings	ED 259 215	CE
Referring Language Minority Students to Special Education	ED 329 131	FL
Reflective Practice in Adult Education	ED 346 319	CE
Reforming the Large Urban High School [Part of a Collection]	ED 209 407	UD
Refugee Resettlement and Integration: An Organization Guide [Part of a Collection]	ED 209 407	UD
Reggio Emilia: Some Lessons for U.S. Educators	ED 354 988	PS
Relationship of State Departments of Education with Rural Schools	ED 232 796	RC
Relationship of the IEP to Grading and Graduation Requirements	No ED#	EC
Religion in the Social Studies Curriculum	ED 363 553	SO
Remember Our Faces—Teaching About the Holocaust	ED 345 990	SO

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	ED Number	(CH)
Remember the Ladies—Women in the Curriculum	ED 319 652	SO
Renewing Civic Capacity Preparing College Students for Service and Citizenship	ED 321 704	HE
Repairing and Renovating Aging School Facilities	ED 301 967	EA
Resampling: A Marriage of Computers and Statistics	ED 355 252	TM
Research in College Science Teaching: Cognitive Levels as Reasoning	ED 274 512	SE
Research Related to Instructional Materials for Science	ED 265 013	SE
Resolving Ethical Dilemmas in the Workplace: A New Focus for Career Development	ED 334 468	CE
Resource Rooms for Children: An Innovative Curricular Tool	ED 369 576	PS
Resources for Educational Materials Related to Environmental Education K-12	ED 321 976	SE
Resources for Educational Materials Related to Science Education K-12	ED 321 972	SE
Resources for Involving Parents in Literacy Development	ED 250 673	CS
Resources for Teaching Art From a Multicultural Point of View	ED 350 250	SO
Responses of English Language Arts Professionals to "A Nation at Risk"	ED 250 690	CS
Responsibilities of Regular Classroom Teachers for Handicapped Students	No ED#	EC
Restructuring American Schools: The Promise and the Pitfalls	ED 314 546	UD
Restructuring the Schools	ED 309 563	EA
Retaining Adult Students	ED 237 800	CE
Retaining Adult Students in Higher Education	ED 308 401	CE
Retaining At-Risk Students in Career and Vocational Education	ED 308 400	CE
Retaining Good Teachers in Urban Schools	ED 341 762	UD
Retention-Attrition in the Nineties	ED 393 510	JC
Retirement Education Programs	ED 240 399	CE
Retirement Policy	ED 259 208	CE
Retirement Programs for Faculty	ED 301 141	HE
Review of Reviews of Research on Computer Assisted Instruction, A	ED 288 496	IR
Review of the Literature on Blacks and Mathematics, A	ED 260 945	SE
Review of "Research Within Reach: Science Education", A	ED 259 938	SE
Revision	ED 323 551	CS
Revision in the Writing Process	ED 379 664	CS
Right to Read: Censorship in the School Library, The	ED 319 067	CS
Rights and Responsibilities of Parents of Children with Handicaps	ED 318 176	EC
Rights of the Handicapped	No ED#	EC
Risk Communication in the Cultural Studies Composition Classroom	ED 399 569	CS
Risk Management	ED 364 985	EA
Risks of Rewards, The	ED 376 990	PS
Role of Assessment in Counselor Certification, The	ED 388 885	CG
Role of Business in Education, The	ED 321 344	EA
Role of Calculus in College Mathematics, The	ED 321 970	SE
Role of Culture in Foreign Language Education, The	ED 276 298	FL
Role of Libraries in Literacy Education, The	ED 330 373	IR
Role of Libraries in Providing Services to Adults Learning English	ED 334 868	FL/LE
Role of Motivation in the Elementary School	ED 232 758	PS
Role of Parents in the Development of Peer Group Competence	ED 346 992	PS
Role of Review in Mathematics Instruction	ED 260 891	SE
Role of Rural Schools in Rural Community Development, The	ED 384 479	RC
Role of Scholarship in the Community College, The	ED 338 294	JC
Role of Schools in Sexual Abuse Prevention and Intervention, The	ED 331 152	EA
Role of Styles and Strategies in Second Language Learning, The	ED 317 087	FL
Role of the Community College in Economic and Workforce Development, The	ED 339 443	JC
Role of the Community College in the Creation of a Multi-Ethnic Teaching Force, The	ED 317 542	SP
Role of the Laboratory in Science Teaching, The	No ED#	SE
Role of the Rural Community College in Rural Community Development	ED 391 558	JC
Role of the School Counselor: Elementary Level, The	ED 287 141	CG
Role of the School Counselor: Middle/Junior High Level, The	ED 287 142	CG
Role of the School Counselor: Secondary Level, The	ED 287 143	CG
Role of Vocational Education in Transition Services for Handicapped Youth	ED 259 217	CE
Rural Options for Gifted Education	ED 284 716	RC
Rural Philosophy for Education: Wendell Berry's Tradition	ED 345 930	RC
Rural School Consolidation and Student Learning	ED 384 484	RC
Rural Student Achievement: Elements for Consideration	ED 289 658	RC

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ERIC Digests (Alphabetical)

	ED Number	(CH)
Rural—A Concept Beyond Definition?	ED 296 820	RC
S in "Back to the Basics" Stands for Science, The	No ED#	SE
Safer Playgrounds for Young Children	ED 355 206	SP
Safety Hazards in Science Classrooms	ED 274 556	SE
Saving Money on Printing and Reproduction	ED 233 924	SO
Say "YES" to Telephone Lines in the Classroom	ED 377 829	IR
SCANS and the New Vocationalism. ERIC Digest No. 165.	ED 389 879	CE
Schema Activation, Construction, and Application	ED 312 611	CS
Schemata	ED 234 337	CS
School-Based Budgeting	ED 336 865	EA
School-Based Management (1988)	ED 301 969	EA
School-Based Management (1995)	ED 384 950	EA
School-Based Management and Student Performance	ED 336 845	EA
School Children and Fitness: Aerobics for Life	ED 347 484	CG
School-College Alliances: Benefits for Low-Income Minorities	ED 308 277	UD
School Completion 2000: Dropout Rates and Their Implications for Meeting the National Goal	ED 335 177	RC
School Consolidation	ED 282 346	EA
School Counselor Role in Planning and Integrating Basic Skills	ED 378 462	CG
School Counselors Collaborating for Student Success	ED 377 414	CG
School Crime and Disruption [Part of a Collection]	ED 209 407	UD
School Dropouts: New Information About an Old Problem	ED 386 515	UD
School Discipline	ED 350 727	EA
School District Management Audit, The	ED 302 900	EA
School Health Education	ED 269 375	SP
School Leadership and Student Motivation	ED 346 558	EA
School Learning and Corporation-School Alliances	ED 234 103	UD
School Librarian's Role in the Electronic Age, The	IR 056 226	IR
School Programs and Practices for Homeless Students	ED 383 783	UD
School Programs for African American Males	ED 334 340	UD
School Psychologists: Leader for Change Building a Secure Future for Children	ED 366 879	CG
School Psychologist's Role in School Assessment, The	ED 391 985	CG
School Readiness and Children's Developmental Status	ED 389 475	PS
School Security	ED 321 343	EA
School-Site Councils	ED 369 154	EA
School-to-Work Transition: Its Role in Achieving Universal Literacy	ED 329 806	CE
School-University Partnerships and Educational Technology	ED 358 840	IR
School Violence Prevention	ED 379 786	EA
Schools Attack the Roots of Violence	ED 335 806	EA
Science Education: United States and Elsewhere School Students	No ED#	SE
Science Misconceptions Research and Some Implications for the Teaching of Science to Elementary School Students	ED 282 776	SE
Science Reasoning Ability of Community College Students	ED 393 505	JC
Science-Related Social Issues: Challenges for the Social Studies	ED 253 467	SO
Science Teacher Supply and Demand	No ED#	SE
Science-Technology Society in the Science Curriculum	ED 274 513	SE
Science/Technology/Society in the Social Studies	ED 298 073	SO
Scope of Practice of the Secondary School Counselor	ED 328 830	CG
Screening for School Entry	ED 281 607	PS
Screening for Special Diagnoses	ED 389 965	CG
Searching ERIC by Computer	No ED#	JC
Second IEA Science Study: Data Related to Precollege Science in the U.S.A., The	ED 309 048	SE
Second Language Classroom Research	ED 321 550	FL
Second Language Learning in a Social Context	ED 367 143	FL
Second-Chance Opportunities for Hispanic Dropouts	ED 306 337	UD
Secondary School Ethos and the Academic Success of Urban Minority Students	ED 235 247	UD
Secondary School Students' Comprehension of Science Concepts: Some Findings from Misconception Research	ED 286 757	SE
Secretary of Labor's Commission on Achieving Necessary Skills, The	ED 339 749	TM
Selected Issues in Elementary Guidance	ED 260 368	CG
Selected Procedures for Improving the Science Curriculum	ED 325 303	SE

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Selecting a College: A Checklist Approach	ED 266 339	CG
Selecting College and University Personnel	ED 301 139	HE
Selecting Microcomputer Courseware	ED 315 062	IR
Selecting Software for Special Education Instruction	ED 287 259	EC
Selecting the Focus of a Focus School	ED 377 271	UD
Self-Esteem and Narcissism: Implications for Practice	ED 358 973	PS
Self Identity and the Culturally Diverse Child	No ED#	EC
Self-Study in Higher Education: the Path to Excellence	ED 284 510	HE
Self-Talk & Self-Health	ED 361 813	CS
Selling Workplace ESL Instructional Programs	ED 392 315	FL/LE
Semiotics	ED 234 339	CS
Semiotics and the English Language Arts	ED 329 960	CS
Senior Citizens as School Volunteers: New Resources for the Future	ED 369 774	SP
Serving Linguistically and Culturally Diverse Students: Strategies for the School Librarian	ED 390 283	FL
Serving the LD Student in a Vocational Education Classroom	ED 262 501	EC
Seven Steps to Responsible Software Selection	ED 382 157	IR
Severe Disabilities	No ED#	EC
Severely Handicapped	No ED#	EC
Sex Discrimination Law in Higher Education: The Lessons of the Past Decade	ED 284 516	HE
Sex Education for Retarded Students	No ED#	EC
Sex Equity in Computer Education: Concerns for Social Studies	ED 253 466	SO
Sex Equity in Guidance and Counseling	ED 304 627	CG
Sexual Harassment in Higher Education From Conflict to Community	ED 364 134	HE
Shared Decision-Making	ED 368 034	EA
Shared Services for Rural and Small Schools	ED 259 874	RC
Sheltered English Instruction	ED 301 070	FL
Shifting Kindergarten Curriculum, The	ED 293 630	PS
Should Gifted Students Be Grade-Advanced?	ED 370 295	EC
Should Your College Start a Center for the Delivery of Contract Training Programs?	ED 270 138	JC
Shy Child, The	ED 295 741	PS
Simulated Oral Proficiency Interviews	ED 317 036	FL
Simulated Oral Proficiency Interviews, An Update	ED 395 501	FL
Simulation Activities for Environmental Education	No ED#	SE
Single Parents: Career-Related Issues and Needs	ED 296 123	CE
Small Catholic Elementary Schools: An Endangered Species?	ED 296 815	RC
Small Groups in Adult Literacy and Basic Education	ED 350 490	CE
Small Scale and School Culture: The Experience of Private Schools	ED 376 996	RC
Small School Principal and School-Community Relations, The	ED 232 798	RC
Small Schools: An International Overview	ED 317 332	RC
So You Want to Be a Teacher (1987)	ED 282 860	SP
So You Want to Be a Teacher (1992)	ED 344 872	SP
Social and Labor Market Integration of At-Risk Youth	CG 027 021	CG
Social and Psychological Adjustment of Southeast Asian Refugees, The	ED 252 638	UD
Social Consciousness and Career Awareness: Emerging Link in Higher Education	ED 334 959	HE
Social Studies and a "Nation at Risk", The	ED 253 464	SO
Social Studies and the Disabled Reader	ED 322 080	SO
Social Studies Curriculum Reform Reports	ED 322 021	SO
Social Studies for the 21st Century: Recommendations of the National Commission on Social Studies in the Schools	ED 329 484	SO
Social Studies Research: Theory Into Practice	ED 268 064	SO
Software Copyright Interpretation	ED 261 649	IR
Software Evaluation for Microcomputer Programs	No ED#	IR
Software Evaluation for the Teacher of the English Language Arts	ED 250 697	CS
Some Caveats When Applying Two Trends in Diagnosis: Remedial Reading	ED 297 303	CS
Some Emerging Trends in School Restructuring	ED 343 196	EA
Some Implications for Science Education from National Report	ED 259 937	SE
Sound Performance Assessments in the Guidance Context	ED 388 889	CG

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ERIC Digests (Alphabetical)

	ED Number	(CH)
Sources of Information about Promising and Exemplary Programs and Materials for Elementary School Science	ED 320 762	SE
Sources of Information about Promising and Exemplary Programs and Materials for Secondary School Science	ED 320 763	SE
Sources of Information about Promising and Exemplary Programs and Materials for Elementary School Mathematics	ED 321 973	SE
Sources of Information about Promising and Exemplary Programs and Materials for Secondary School Mathematics	ED 321 974	SE
Sources of Information about Promising and Exemplary Programs and Materials for Elementary and Secondary Environmental Education	ED 321 975	SE
Sources of Information about Science Activities for Special Students	No ED#	SE
Sources of Information on Science Careers	No ED#	SE
Southeast Asian Adolescents: Identity and Adjustment	ED 306 329	UD
Spanish for U.S. Hispanic Bilinguals in Higher Education	ED 350 881	FL
Spanish-Language Ads and Public Service Announcements in the Foreign Language Classroom	ED 367 144	FL
Special Education Dropouts	ED 295 395	EC
Special Education in Rural Areas: The Problems and Some Solutions	No ED#	RC
Special Education Job Market, The	No ED#	EC
Special Problems of Handicapped Minority Student	No ED#	EC
Spelling	ED 250 695	CS
Sports Counseling: Helping Student-Athletes	ED 379 532	CG
Staff Development and Stages of a Teacher's Career	No ED#	SP
Staff Development for ABE and ESL Teachers and Volunteers	ED 353 862	FL/LE
Staff "Burnout" in Child Care Settings	ED 327 296	PS
Standardized Testing of American Indian Students	ED 296 813	RC
Standards for Student Performance	ED 356 553	EA
Starting Early: Environmental Education During the Early Childhood Years	SE 058 067	SE
State Education Agencies and Environmental Education	No ED#	SE
State Efforts to Deregulate Education	ED 321 368	EA
State Testing of Teachers: A Summary of Current Practices	ED 302 556	TM
State Testing of Teachers: The 1989 Report	ED 315 433	TM
State Testing of Teachers: The 1990 Report	ED 328 605	TM
State vs. Local Control of Schools	ED 291 164	EA
State-Enforced Accountability of Local School Districts	ED 309 556	EA
Status and Scope of Faculty Evaluation, The	ED 385 315	JC
Status of Dance in Education	ED 348 368	SP
Status of the Transfer Function, The	ED 286 550	JC
Steps in Designing an Indicator System	ED 338 700	TM
Stopping Drug Abuse	ED 301 968	EA
Storytelling: Its Wide-Ranging Impact in the Classroom	ED 299 574	CS
Strategic Planning	ED 312 774	EA
Strategic Planning (1988)	No ED#	HE
Strategies and Consequences: Managing the Costs in Higher Education	ED 347 959	HE
Strategies and Methods of Effective Supervision	ED 372 341	CG
Strategies for Community Organizations: Asian American [Part of a Collection]	ED 209 407	UD
Strategies for Implementing the National Career Development Guidelines	ED 338 898	CE
Strategies for Retaining Adult Students: The Educationally Disadvantaged	ED 299 455	CE
Strategies for Teaching at a Distance	ED 351 008	IR
Strategies for Teaching Critical Thinking	ED 385 606	TM
Strategies of a Leader, The	EA 027 442	EA
Strengthening High School World Studies Courses	ED 264 166	SO
Strengthening Transfer Opportunities in the Community College	ED 261 756	JC
Stress in the Work Place	CG 027 048	CG
Stress Management for the Learning Disabled	ED 295 396	EC
Striving for Excellence: Counselor Strategies for Contributing to the National Education Goals	ED 357 317	EC
Student Achievement in Core Subjects of the School Curriculum	ED 332 930	SO
Student as Commuter: Developing a Comprehensive Institutional Response, The	ED 319 297	HE
Student Assessment - Humanities	ED 286 553	JC
Student Assessment - Literacy	ED 286 554	JC
Student Assessment - Mathematics	ED 287 523	JC

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Student Assessment - Science	ED 286 555	JC
Student Assessment - Social Science	ED 286 556	JC
Student Discipline Policies	ED 259 455	EA
Student Evaluation of Teacher Performance	ED 289 887	TM
Student Financial Aid and Women	ED 284 525	HE
Student Goals for Colleges and Courses: A Missing Link in Assessing and Improving Academic Achievement	ED 317 146	HE
Student Learning Outside the Classroom: Transcending Artificial Boundaries	ED 394 443	HE
Student Literacy [A collection of Digests and Fast Bibs]	ED 339 029	CS
Student Motivation to Learn	ED 370 200	EA
Student Ratings Offer Useful Input to Teacher Evaluations	ED 398 240	TM
Student Stress: Effects and Solutions	ED 284 514	HE
Student Tracking Systems in Community Colleges	ED 310 833	JC
Students at Risk in Mathematics: Implications for Elementary Schools	ED 321 971	SE
Students in Urban Settings—Achieving the Baccalaureate Degree	ED 284 518	HE
Students with Physical Disabilities and Health Impairment	ED 314 915	EC
Students with Specialized Health Care Needs	ED 309 590	EC
Studying the Future Through Environmental Education	ED 259 936	SE
Substance Abuse Policy	ED 355 651	EA
Substance Exposed Infants and Children	ED 340 149	EC
Successful Detracking in Middle and Senior High Schools	ED 351 426	UD
Successful ERIC Searching for HPRD Professionals and Students	ED 279 646	SP
Successful Instructional Practices for Small Schools	ED 326 352	RC
Successful Minority Teacher Education Recruitment Programs	ED 318 738	SP
Suicide and Sudden Loss: Crisis Management in the Schools	ED 315 700	CG
Suicide and the Exceptional Child	ED 340 152	EC
Summer School, Extended School Year, and Year-Round Schooling for Disadvantaged Students	ED 298 213	UD
Superintendent Evaluation	ED 312 775	EA
Supervisee Resistance	ED 372 344	CG
Supervision of Marriage and Family Counselors	ED 372 354	CG
Supervision of School Counselors	ED 372 353	CG
Supervision of Second and Foreign Language Teachers, The	ED 324 971	FL
Supervision of Student Teachers	ED 344 873	SP
Supervisory Evaluation and Feedback	ED 372 348	CG
Supervisory Relationship, The	ED 372 343	CG
Supply and Demand of Teachers of Color	ED 390 875	SP
Supporting and Facilitating Self-Directed Learning	ED 312 457	CE
Supporting Emergent Literacy Among Young American Indian Students	ED 319 581	RC
Supporting Gifted Education Through Advocacy	ED 321 499	EC
Supporting Girls in Early Adolescence	ED 386 331	PS
Supreme Court on "Hazelwood": A Reversal on Regulation of Student Expression, The	ED 321 253	CS
Survival of Private Junior Colleges, The	ED 327 222	JC
Systemic Education Reform	ED 370 178	EA
Tailoring Vocational Education to Adult Needs	ED 237 802	CE
Taking Personal and Professional Contexts into Account in the Basic Public Speaking Course	ED 392 111	CS
Taking Teaching Seriously: Meeting the Challenge of Instructional Improvement	ED 396 615	HE
Talking Adult ESL Students into Writing: Building on Oral Fluency to Promote Literacy	ED 321 622	FL/LE
Talking to Your Child's Teacher About Standardized Tests	ED 315 434	TM
Talking to Your High School Students About Standardized Tests	ED 315 435	TM
Task-Based Activities: Making the Language Laboratory Interactive	ED 343 407	FL
"TBILISI + 10" International Congress: Background, The	ED 277 543	SE
Teacher and Academic Freedom, The	ED 233 925	SO
Teacher as Decision Maker, The (June 1983)	ED 248 239	SP
Teacher as Decision Maker, The (Update) (May 1984)	No ED#	SP
Teacher-As-Researcher	ED 355 205	SP
Teacher Centers and Higher Education	No ED#	SP
Teacher Certification	ED 277 685	SP
Teacher Collaboration in Urban Secondary Schools	ED 363 676	UD
Teacher Competency Testing	ED 286 944	TM
Teacher Competency: What Administrators Can Do	ED 259 452	EA

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ERIC Digests (Alphabetical)

	ED Number	(CH)
Teacher Education in Global and International Education	ED 384 601	SP
Teacher Educators: What Do We Know?	ED 279 642	SP
Teacher Mentoring	ED 271 477	SP
Teacher Mentoring, A Critical Review	ED 396 060	SP
Teacher-Parent Partnerships	ED 351 149	PS
Teacher Portfolio Assessment	ED 385 608	TM
Teacher, Principal, and Parent Involvement in the Effective School	ED 292 941	UD
Teacher Tenure	ED 282 352	EA
Teacher Wellness Programs	No ED#	SP
Teaching About Africa (1986)	ED 278 602	SO
Teaching About Africa (1996)	ED 393 790	SO
Teaching About Australia	ED 319 651	SO
Teaching About Canada	ED 291 666	SO
Teaching About China	ED 327 454	SO
Teaching About Conflict and Crisis in the Former Yugoslavia: The Case of Bosnia-Hercegovina	ED 377 139	SO
Teaching About Controversial Issues	ED 253 461	SO
Teaching About Ethnic Diversity	ED 273 539	SO
Teaching About Global Issues	ED 233 926	SO
Teaching About Hazardous Materials	ED 265 075	SE
Teaching About India	ED 304 397	SO
Teaching About Inner Asia	ED 305 325	SO
Teaching About Japan	ED 282 796	SO
Teaching About Landmark Dissents in United States Supreme Court Cases	ED 379 205	SO
Teaching About Religion in the Social Studies	ED 298 072	SO
Teaching About the Built Environment	ED 322 022	SO
Teaching About the Constitutional Rights of Students	ED 348 320	SO
Teaching About the Fourth Amendment's Protection Against Unreasonable Searches and Seizures	ED 363 526	SO
Teaching About the Pacific Rim	ED 296 913	SO
Teaching About the Soviet Union	ED 286 818	SO
Teaching About the Two Koreas	ED 339 672	SO
Teaching About the United States Constitution	ED 253 463	SO
Teaching About the Voyages of Columbus	ED 348 317	SO
Teaching about Vietnam and the Vietnam War	SO 027 215	SO
Teaching About Western Europe	ED 322 023	SO
Teaching Adults with Learning Disabilities	ED 321 156	CE
Teaching Adults: Is It Different	ED 305 495	CE
Teaching and Learning Economics	ED 304 396	SO
Teaching and Learning in the Multigrade Classroom: Student Performance and Instructional Routines	ED 335 178	RC
Teaching Art From a Global Perspective	ED 329 490	SO
Teaching as a Career and a Profession	No ED#	SP
Teaching ASL as a Second Language	ED 343 408	FL
Teaching Beginning Reading to Dialect Speakers	ED 275 793	UD
Teaching Children to Appreciate Literature	ED 292 108	CS
Teaching Children with Attention Deficit Disorder	ED 313 868	EC
Teaching Controversial Issues in the Science Classroom: Creationism vs. Evolution	No ED#	SE
Teaching Creative Writing in Elementary School	ED 291 182	CS
Teaching Critical Thinking through Environmental Education	ED 324 193	SE
Teaching Critical Reading through Literature	ED 363 869	CE
Teaching Democracy in East Central Europe: The Case of Poland	ED 377 120	SO
Teaching Desirable Environmental Ethics and Action Through School Activities	ED 324 192	SE
Teaching Early Childhood Educators and Other Adults How to Use Computers	ED 265 935	PS
Teaching English to the Gifted Student	ED 270 782	CS
Teaching English to Gifted Students	ED 400 561	CS
Teaching Environmental Education Using Out-of-School Settings and Mass Media	ED 320 759	SE
Teaching Evolution in School Science Class	SE 058 163	SE
Teaching Expressive Writing	ED 396 338	CS
Teaching Foreign Languages with Realia and Other Authentic Materials	ED 289 367	FL
Teaching Foreign Policy in the Post-Cold War Era	ED 363 569	SO
Teaching Geography at School and Home	ED 335 284	SO
Teaching Geography in the Elementary School	ED 309 133	SO

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	ED Number	(CH)
Teaching History in the Elementary School	ED 293 784	SO
Teaching K-6 Science in Small Schools of a Financial Shoestring	ED 287 641	RC
Teaching Limited English Proficient Students to Understand and Use Mathematics	ED 334 310	UD
Teaching Low-Level Adult ESL Learners	ED 379 965	FL/LE
Teaching Mathematics to Limited English Proficient Students	ED 317 086	FL/LE
Teaching Minority Students to Write Effectively	ED 358 487	CS
Teaching Multilevel Adult ESL Classes	ED 383 242	FL/LE
Teaching Poetry: Generating Genuine, Meaningful Responses	ED 307 609	CS
Teaching Problem Solving—Secondary School Science	ED 309 049	SE
Teaching Reading in a Foreign Language	ED 305 829	FL
Teaching Science and Mathematics to At Risk Students	ED 289 948	UD
Teaching Science Effectively to Limited English Proficient Students	ED 357 113	UD
Teaching Science in the Field	SE 058 899	SE
Teaching Science Through Inquiry	ED 359 048	SE
Teaching Technical Communication	ED 326 906	CS
Teaching the 20th-Century History of the United States	ED 335 283	SO
Teaching the Abused Migrant Child; What's a Teacher to Do	ED 293 680	RC
Teaching the Bill of Rights	ED 298 076	SO
Teaching the Federalist Papers	ED 292 740	SO
Teaching the Law Using United States Supreme Court Cases	ED 339 673	SO
Teaching the Responsibilities of Citizenship	ED 332 929	SO
Teaching Young Children about Native Americans.	ED 394 744	PS
Teaching with a Multicultural Perspective	ED 339 548	PS
Teaching with Historic Places	ED 363 568	SO
Teaching Writing to Linguistically Diverse Students	ED 275 792	UD
Teaching Writing with Peer Response Groups	ED 307 616	CS
Team Management	ED 292 217	EA
Tech Prep	ED 329 808	CE
Tech Prep/Associate Degree (TPAD) Academic Outcomes	ED 367 415	JC
Technology and Equity	ED 339 400	IR
Technology and Second Language Learning	ED 350 883	FL
Technology as a Tool for Urban Classrooms	ED 368 809	UD
Technology Education in Elementary Schools	ED 334 466	CE
Technology for the Gifted and Talented	ED 262 514	EC
Technology in Community Colleges	ED 399 992	JC
Technology Options for Libraries	ED 303 177	IR
Teenage Pregnancy	ED 266 340	CG
Teenage Pregnancy and Drug Abuse: Sources of Problem Behaviors	ED 316 615	UD
Teenage Suicide: Identification, Intervention and Prevention	ED 266 338	CG
Telecommunications and Distance Education	ED 358 841	IR
Telecommunications in Foreign Language Education: A Resource List	ED 317 039	FL
Teleconferencing in Education	ED 254 214	IR
Television Viewing and Reading	ED 272 855	CS
Television Violence and Behavior: A Research Summary	ED 366 329	IR
Tenure, Promotion, and Reappointment: Legal and Administrative Implications	ED 396 607	HE
Testing in Literature	ED 267 435	CS
Testing Literature: The Current State of Affairs	ED 321 261	CS
Testing Speaking Proficiency: The Oral Interview	ED 276 299	FL
Testing Students with Disabilities	ED 391 984	CG
Testing the Handicapped	No ED#	TM
Theory Meets Practice in Language Arts Assessment	ED 369 075	CS
Thin, Green Line: Community Colleges' Struggle to Do More with Less, The	ED 400 024	JC
Thinking in Outdoor Inquiry	ED 348 198	RC
Thinking Skills in English—And Across the Curriculum	ED 250 693	CS
Three-Tiered Model of Career Counseling Services, A	CG 027 042	CG
Time on Task in Vocational Education [Part of a Collection]	ED 252 693	CE
Total Quality Management	ED 347 670	EA
Total Quality Management: Application in Vocational Education	ED 347 404	CE
Total Quality Management in Libraries	ED 396 759	IR
Touching the Past, Enroute to the Future: Cultural Journalism in the Curriculum of Rural Schools	ED 308 057	RC

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Training and Recruiting Minority Teachers	ED 302 898	EA
Training and Recruiting Minority Teachers	No ED#	SP
Training Day Care Providers	ED 281 608	PS
Transactional Theory in the Teaching of Literature	ED 284 274	CS
Transformational Leadership	ED 347 636	EA
Transitioning Adult ESL Learners to Academic Programs	ED 385 173	FL/LE
Translating and Interpreting Programs: A Scottish Example	ED 347 854	FL
Translation Profession, The	ED 345 540	FL
Trends & Issues in Library and Information Science, 1990	ED 340 389	IR
Trends and Directions in Career Education	ED 299 458	CE
Trends and Issues in Educational Technology: 1989	ED 320 569	IR
Trends and Options in the Reorganization or Closure of Small or Rural Schools and Districts	ED 321 964	RC
Trends in Educational Technology, 1995	ED 398 861	IR
Trends in Educational Technology, 1991	ED 343 617	IR
Trends in Educational Technology: 1989	ED 308 858	IR
Trends in Integrating Teaching and Testing	ED 284 912	TM
Trends in K-12 Social Studies	ED 351 278	SO
Trends in Library and Information Science: 1989	ED 308 884	IR
Turning Teaching into Learning, The Role of Student Responsibility in the Collegiate Experience	ED 372 702	HE
Two-Way Bilingual Education Programs in Practice: A National and Local Perspective	ED 379 915	FL
Two-Way Language Development Programs	ED 321 589	FL
Two-Year College Students: A Statistical Profile	ED 351 092	JC
Two-Year Colleges	ED 353 009	JC
Unbiased Teaching about American Indians and Alaska Natives in Elementary Schools	ED 321 968	RC
Underachieving Gifted Students (1985)	ED 262 526	EC
Underachieving Gifted Students (1990)	ED 321 483	EC
Understanding and Facilitating Preschool Children's Peer Acceptance	ED 345 866	PS
Understanding and Managing Stress in the Academic World	ED 291 017	CG
Understanding and Parenting Adolescents	ED 291 018	CG
Understanding Educational Block Grants	No ED#	SP
Understanding the National Goals	ED 358 581	EA
Undocumented Children in the Schools: Successful Strategies and Policies	ED 321 962	RC
Undocumented Children: An Ongoing Issue for the Public Education System	ED 260 871	RC
Unemployed Youth: Counseling Issues	ED 260 362	CG
Union-Sponsored Workplace ESL Instruction	ED 392-317	FL/LE
Update on Microcomputers and Mathematics Instruction	No ED#	SE
Upgrading the Target Language Proficiency Levels of Foreign Language Teachers	ED 328 082	FL
Urban Education Resources on the Internet	ED 384 681	UD
Urban Magnet Schools and Educational Excellence	ED 253 622	UD
Urban School/Community Collaborations: Making Them Work Well	ED 304 497	UD
Urban School Finance: The Quest for Equal Educational Opportunity	ED 311 147	UD
Urban School Restructuring and Teacher Burnout	ED 340 812	UD
Urban Teacher Recruitment Programs (#43)	ED 312 318	UD
Urban Teacher Recruitment Programs (88-5)	No ED#	SP
Urban Teachers and Collaborative School-Linked Services	ED 371 108	UD
Urban Youth in Community Service: Becoming Part of the Solution	ED 351 425	UD
Use of Computer-based Technology in Health, Physical Education, Recreation, and Dance	ED 390 874	SP
Use of Local Area Networks in Schools	ED 316 249	IR
Use of Technology in Counselor Supervision	ED 372 357	CG
Use of the Spanish Language in the United States: Trends, Challenges, and Opportunities	ED 335 176	RC
Uses of Baby Talk, The	ED 318 230	FL
Using Biodata as a Selection Instrument	ED 338 702	TM
Using Buros Institute of Mental Measurements Materials in Counseling and Therapy	ED 391 987	CG
Using Computers for Environmental Education	ED 260 907	SE
Using Computers with Adult ESL Literacy Learners	ED 343 462	FL/LE
Using Customized Standardized Tests	ED 314 429	TM
Using Data Bases in Social Studies	ED 233 927	SO
Using Federal Funds To Improve Child Care	ED 365 468	PS
Using Film, Video, and TV in the Classroom	ED 300 848	CS
Using Grading Guides To Shape and Evaluate Business Writing	ED 399 562	CS

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	ED Number	(CH)
Using Literature by American Indians and Alaska Natives in Secondary Schools	ED 348 201	RC
Using Literature to Teach Geography in High Schools	ED 393 786	SO
Using Literature to Teach Reading	ED 313 687	CS
Using Manipulative Materials to Learn Mathematics	No ED#	SE
Using Microcomputers in Elementary Language Arts Instruction	ED 264 575	CS
Using Mythic-Archetypal Approaches in the Language Arts	ED 394 147	CS
Using Newspapers as Effective Teaching Tools	ED 300 847	CS
Using Newspapers in the ESL in the Literacy Classroom	ED 321 619	FL/LE
Using Performance Assessment in Outcomes-Based Accountability Systems	ED 381 987	EC
Using Personal Computers to Acquire Special Education Information	ED 314 914	EC
Using Simulations to Enhance Career Education	CG 027 034	CG
Using Technology to Improve the Curriculum of Small Rural Schools	ED 308 056	RC
Using the Child's Environment to Teach at Home and School	ED 372 968	SE
Using the Internet in Vocational Education	ED 385 777	CE
Using "Think-Time" and "Wait-Time" Skillfully in the Classroom	ED 370 885	SO
Using Your Microcomputer to Acquire Special Education Information	ED 262 503	EC
Utilizing Available Resources at the Local Level	ED 286 702	RC
Valuing Diversity in the Multicultural Classroom	ED 378 846	FL/LE
Valuing Diversity in the Schools: The Counselor's Role	ED 347 475	CG
Varieties of Multicultural Education: An Introduction	ED 372 146	UD
Vernacular Dialects in U.S. Schools	ED 289 364	FL
Video Games and Children	ED 365 477	PS
Videodiscs in Education	ED 270 103	IR
Videotapes: Copyright and Licensing Considerations for Schools and Libraries	ED 308 855	IR
Videotex 1983: An ERIC Fact Sheet	ED 232 618	IR
Videotex 1985: Educational Applications	ED 270 104	IR
Violence and Young Children's Development	ED 369 578	PS
Violence in Sports	ED 316 547	PS
Virtual Reality: An Overview	ED 386 178	IR
Visionary Leadership	EA 028 072	EA
Visual Impairments	ED 349 774	EC
Visually Impaired Students in the Mainstream	No ED#	EC
Voc ED and CETA	ED 237 792	CE
Vocabulary	ED 250 696	CS
Vocational Education and Defense Preparedness	ED 259 209	CE
Vocational Education and the Work Ethic in a Changing Workplace	ED 299 457	CE
Vocational Education/Entrepreneurship Match, The	ED 338 899	CE
Vocational Education in Community-Based Organizations	ED 289 997	CE
Vocational Education in Rural America	ED 237 803	CE
Vocational Education in the Middle School	ED 377 314	CE
Vocational Education Performance Standards	ED 318 914	CE
Vocational Education's Role in Dropout Prevention	ED 355 455	CE
Vocational Education-Job Training Partnership Act Coordination	ED 292 972	CE
Vocational English-as-a-Second-Language Programs	ED 321 551	FL
Vocational Support Strategies for Students with Emotional Disorders	ED 383 152	EC
Volunteer Work by Undergraduates	ED 308 801	HE
Volunteers in Special Education	No ED#	EC
We Can Talk: Cooperative Learning in the Elementary ESL Classroom	ED 382 035	FL
We the People... The Citizen and the Constitution	EA 928 072	SO
Wellness: A Balanced Lifestyle	ED 269 376	SP
What are the Goals for School-Community Relations?	No ED#	RC
What Are Educational Indicators and Indicator Systems	ED 338 701	TM
What Can I Become: Educational Aspirations of Students in Rural America	ED 345 931	RC
What First-Year Teachers Need to Know	ED 248 243	SP
What is a Handicapped Child?	No ED#	EC
What is an Expert System?	ED 335 058	IR
What is Down Syndrome?	ED 262 505	EC
What is Dyslexia?	ED 262 500	EC
What Is Linguistics?	ED 278 255	FL
What Is Linguistics? [Revised]	ED 350 882	FL

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ERIC Digests (Alphabetical)

	ED Number	(CH)
What Is the Effect of Small-Scale Schooling on Student Achievement?	ED 308 062	RC
What Should Young Children Be Learning?	ED 290 554	PS
What Statistical Information is Available on Two-Year Colleges: A Summary of Research Findings	ED 261 759	JC
What's Ahead for Education in the '80s?	No ED#	SP
What's Happening to American Families?	ED 330 496	PS
What's Right with Schools	ED 378 665	EA
When Schools and Colleges Work Together	ED 316 544	SP
Who Needs a Surrogate Parent?	No ED#	EC
Whole Language in an Elementary School Library Media Center	ED 346 874	IR
Whole Language: Integrating the Language Arts—and Much More	ED 313 675	CS
Why Bilingual Education	RC 020 895	RC
Will the National Education Goals Improve the Progress of English Language Learners?	ED 362 073	FL
Wired Campus, The	ED 304 112	IR
Wired: The Electronic Job Search	ED 399 411	CE
Women and Entrepreneurship	ED 363 799	CE
Women and Work-Place Stress	CG 027 020	CG
Women, Human Development, and Learning	ED 358 379	CE
Women in Community College Leadership Roles	ED 400 025	JC
Women, Work, and Literacy	ED 312 456	CE
Work Teams in Schools	ED 391 226	EA
Working with Diverse Learners and School Staff in a Multicultural Society	ED 390 018	CG
Working with Limited-English-Proficient Students in the Regular Classroom	ED 289 368	FL
Working with Perfectionist Students	ED 400 124	PS
Working with Trustees	ED 301 138	HE
Working with Working Families	ED 326 324	PS
Workplace ESL Instruction: Varieties and Constraints	ED 367 190	FL/LE
Workplace Literacy Programs	ED 292 974	CE
Workplace Literacy: Its Role in High Performance Organizations	ED 383 858	CE
Workplace Literacy: Lessons from Practice	ED 354 416	CE
Workplace Literacy Programs for Nonnative English Speakers	ED 334 874	FL/LE
Worksite Training	ED 329 809	CE
World History in the Secondary School Curriculum	ED 309 134	SO
World War II in the Curriculum	ED 348 319	SO
Writing Across the Curriculum Programs at Community Colleges	ED 333 952	JC
Writing as a Response to Reading	ED 386 734	CS
Writing Assessment at the College Level	ED 345 281	CS
Writing Assignments, Journals, and Student Privacy	ED 365 989	CS
Writing Across the Curriculum: Toward the Year 2000	ED 354 549	CS
Writing Instruction for Dialectally Different Youths	No ED#	UD
Writing Instruction in the Two-Year College	ED 272 258	JC
Writing Multiple-Choice Test Items	ED 398 236	TM
Writing RFPs for Assessment Programs	ED 334 194	TM
Year-Round Education	ED 342 107	EA
Year-Round Education: A Strategy for Overcrowded Schools	ED 378 267	UD
Young Children's Oral Language Development	ED 301 361	PS
Young Children's Social Development: A Checklist	ED 356 100	PS

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STATISTICAL SUMMARY
(As of April 1997)

ERIC Digests in the ERIC database (announced in RIE, with ED#)*	1949
ERIC Digests *not* in the ERIC database (out-of-date or obsolete; no ED#)	149
ERIC Digests in process at press time (with CH#; will receive ED#)	71
Total Digests	2,169
*10 appear only in the collection ED 209 407; 5 appear only in ED 252 693	

Clearinghouse Prefix	Digests Published by Clearinghouse
CE	184
CG	225
CS	133
EA	111
EC	185
FL	170
HE	90
IR	124
JC	99
PS	126
RC	150
SE	122
SO	130
SP	107
TM	91
UD	122
	Total Digests Published: 2,169

Year of Announcement in RIE	Digests Announced in RIE During Year
1981	1
1982	11
1983	15
1984	45
1985	88
1986	126
1987	118
1988	161
1989	143
1990	228
1991	162
1992	174
1993	171
1994	144
1995	142
1996	155
1997 (Partial)	65
	Total Digests Announced: 1,949

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2805 East 10th Street, Suite 120
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Entrepreneurship Education
University of California at Los Angeles (UCLA)
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ESL Literacy Education
National Clearinghouse
for ESL Literacy Education (NCLE)
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Washington, DC 20037-0037
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Law-Related Education
Indiana University
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2805 East 10th Street, Suite 120
Bloomington, Indiana 47408-2698
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Service-Learning
University of Minnesota
College of Education and Human Development
VoTech Building, R-460
1954 Bufford Avenue
St. Paul, Minnesota 55108
Telephone: 612-625-6276

Test Collection
Educational Testing Service (ETS)
ETS Test Collection
Rosedale and Carter Roads
Princeton, New Jersey 08541
Telephone: 609-734-5687

ERIC Digests (by Clearinghouse)

CE

	ED Number	(CH)
Acquiring Self-Knowledge for Career Development	ED 399 414	CE
Adult Career Counseling in a New Age. ERIC Digest No. 167	ED 389 881	CE
Adult Career Counseling: An Interactive Model	ED 289 996	CE
Adult Civic Education	ED 350 489	CE
Adult Classroom Environment: The Role of the Instructor	ED 334 465	CE
Adult Development: Implications for Adult Education	ED 259 211	CE
Adult Education for the Handicapped	ED 237 809	CE
Adult Education Teacher's Role in Career Planning	ED 272 701	CE
Adult Education: Social Change or Status Quo	CG 073 129	CE
Adult Learner Retention Revisited. ERIC Digests No. 166	ED 389 880	CE
Adult Learning Disabilities	ED 237 797	CE
Adult Learning in Nonformal Institutions	ED 399 412	CE
Adult Literacy Education	ED 259 210	CE
Adult Literacy Education: Emerging Directions in Program Development	CG 073 132	CE
Adult Literacy Issues: An Update	ED 308 402	CE
Adult Literacy Learner Assessment	ED 325 658	CE
Adult Literacy Volunteers [1987]	ED 268 301	CE
Adult Literacy Volunteers [1993]	ED 355 454	CE
Adults in Career Transition, (No. 115)	ED 338 896	CE
Adults in Career Transition, Overview, (Factsheet No. 20)	ED 237 808	CE
Alternative Work Patterns as Innovations in the Work Place	ED 237 807	CE
Apprenticeship and the Future of the Work Force	ED 347 403	CE
Articulation Between Secondary or Postsecondary Vocational Education Programs and Proprietary Schools	ED 282 095	CE
Balancing Work and Family Life	ED 329 810	CE
Bilingual Vocational Education for Immigrants	ED 268 302	CE
Business/Education Partnerships	ED 383 856	CE
Business/Industry Standards and Vocational Program Accountability	ED 383 857	CE
Career Assistance for Older Adults	ED 237 796	CE
Career Development in Adult Basic Education	ED 240 397	CE
Career Development in the Work Place (1982)	ED 237 799	CE
Career Development in the Workplace (1989)	ED 308 399	CE
Career Development through Self-Renewal	ED 358 378	CE
Career Education and Applied Academics	ED 350 488	CE
Career Education for Teen Parents	ED 376 272	CE
Career Education for the Underemployed	ED 240 396	CE
Career Resilience	CG 073 131	CE
Career Resource Centers (1982)	ED 237 795	CE
Career Resource Centers (1993)	ED 358 377	CE
Collaboration in Adult Education	ED 282 091	CE
Collaborative Learning in Adult Education	ED 334 469	CE
Collaborative Peer Review. The Role of Faculty in Improving College Teaching	ED 378 924	CE
Communications Technologies in Adult, Career, and Vocational Education (1989)	ED 305 494	CE
Communications Technologies in Adult, Career, and Vocational Education. Overview (1983)	ED 240 395	CE
Community Involvement in K-12 Career Education	CG 073 130	CE
Competency Education for Adult Literacy	ED 237 798	CE
Computer-Based Career Information Systems	ED 395 216	CE
Computer-Based Systems	ED 237 793	CE
Consumer Competency: a National Status Report	ED 351 612	CE
Cooperative Education: Characteristics and Effectiveness	ED 312 455	CE
Correctional Education: Selected Aspects	ED 275 888	CE
Cultural Diversity and Teamwork	ED 377 311	CE

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	ED Number	CH
Deterrents to Participation in Adult Education	ED 275 889	CE
Displaced Workers	ED 240 394	CE
Distance Education	ED 259 214	CE
Distance Learning, the Internet, and the World Wide Web	ED 395 214	CE
Education and Employment	ED 268 303	CE
Education for High-Technology Jobs	ED 259 207	CE
Education for Homeless Adults	ED 358 376	CE
Education for Tomorrow's Vocational Teachers	ED 289 998	CE
Effective and Ethical Recruitment of Vocational Education Students	ED 282 092	CE
Effective Schools Research and Vocational Education	ED 252 693	CE
Effects of Career Education on Student Achievement and Retention	ED 252 693	CE
Employability—The Fifth Basic Skill	ED 325 659	CE
Employer-Sponsored Training	ED 237 805	CE
Employers' Expectations of Vocational Education, (# 34) [Part of a Collection]	ED 252 693	CE
Employers' Expectations of Vocational Education, (# 90)	ED 312 454	CE
Employers' Expectations of Vocational Education, (#149)	ED 376 273	CE
Employment and Older Adults	ED 237 806	CE
Energy	ED 237 794	CE
ERIC and the Adult Education Act—25 Years of Collaboration	ED 329 807	CE
Ethical Practice in Adult Education	ED 338 897	CE
Evaluation Strategies for Vocational Program Redesign	ED 305 497	CE
Experiential Education	ED 237 789	CE
Family and Intergenerational Literacy	ED 334 467	CE
Family Influences on Employment and Education	ED 272 702	CE
Family Role in Career Development. ERIC Digest No. 164	ED 389 878	CE
Family-Career Connection, The	ED 268 305	CE
Flexible Work Schedules	ED 321 157	CE
Future of Family Life, The	ED 237 801	CE
Gifted and Talented	ED 237 791	CE
Granting Academic Credit for Vocational Education	ED 275 887	CE
Guidelines for Working with Adult Learners (1982)	ED 237 811	CE
Guidelines for Working with Adult Learners (1988)	ED 299 456	CE
Guidelines for Working with Adult Learners (1994)	ED 377 313	CE
Helping At-Risk Youth Make the School-to-Work Transition	ED 321 158	CE
Higher Order Thinking Skills in Vocational Education	ED 350 487	CE
Human Performance Technology	ED 296 122	CE
Human Resource Development: An Introduction	ED 240 398	CE
Implications of Research on Displaced Workers	ED 305 493	CE
Improving Basic Skills of Vocational Education Students	ED 292 973	CE
Inclusive Adult Learning Environments	ED 385 779	CE
Individualized Career Plan Models	ED 292 975	CE
Integrating Academic and Vocational Education: Strategies for Implementation	ED 346 317	CE
Integrating Science and Math in Vocational Education	ED 355 456	CE
Interactive Video in Vocational Education	ED 268 304	CE
Interactive Videodisc in Vocational Education	ED 325 660	CE
Interagency Collaboration: Its Role in Welfare Reform	ED 347 405	CE
Job Search Methods	ED 346 318	CE
Job Search Skills for the Current Economy	ED 376 274	CE
Job Training versus Career Development: What is Voc Ed's Role	ED 395 217	CE
Job-Related Basic Skills (#42) (1985)	ED 259 212	CE
Job-Related Basic Skills (#94) (1990)	ED 318 912	CE
Jobs in the Future (1990)	ED 318 913	CE
Jobs of the Future (1985)	ED 259 216	CE
Journal Writing and Adult Learning	ED 399 413	CE
Labor Market Information and Career Decision Making	ED 305 496	CE
Learning Management	ED 296 121	CE
Learning the New Basics Through Vocational Education [Part of a Collection]	ED 252 693	CE
Life and Work in a Technological Society	ED 368 892	CE
Life Cycles and Career Development: New Models	ED 346 316	CE

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ERIC Digests (by Clearinghouse)

	ED Number	(CH)
Locating and Selecting Information: A Guide for Adult Educators	ED 325 657	CE
Locating Education and Literacy Statistics	ED 363 796	CE
Locating Job Information	ED 308 398	CE
Locating Nonprint Materials in Adult, Career, and Vocational Education	ED 377 312	CE
Locating Vocational Education Curricula	ED 318 915	CE
Locating Vocational Education Curriculum and Instructional Materials	ED 395 215	CE
Managing Disruptive Student Behavior in Adult Basic Education	ED 272 700	CE
Managing Your Professional Development: A Guide for Part-Time Teachers of Adults	ED 321 155	CE
Mandatory Continuing Education	ED 376 275	CE
Military Curriculum	ED 237 790	CE
Multicultural Career Education and Development	ED 347 402	CE
New Ways of Learning in the Workplace	ED 385 778	CE
Not Just a Number: Critical Numeracy for Adults	ED 385 780	CE
Older Worker Training: An Overview	ED 334 470	CE
On Second Thought: Using New Cognitive Research in Vocational Education	ED 272 699	CE
Organized Labor Education and Training Programs	ED 259 213	CE
Overview on Excellence [A Collection of Digests]	ED 252 693	CE
Parents and the School-to-Work Transition of Special Needs Youth	ED 363 798	CE
Parents' Role in Transition for Handicapped Youth	ED 282 093	CE
Part-Time Instructors in Adult and Vocational Education	ED 363 797	CE
Part-Time Teachers in Adult and Vocational Education	ED 240 400	CE
Peer Tutoring in Adult Basic and Literacy Education	ED 368 891	CE
Place of the Humanities in Continuing Higher Education, The	ED 368 890	CE
Postsecondary Career Education	ED 237 804	CE
Preventing Obsolescence Through Adult Retraining	ED 296 120	CE
Prison Literacy Programs	ED 383 859	CE
Private Sector Involvement in Vocational Education	ED 259 206	CE
Quality Circles: Implications for Training	ED 237 810	CE
Recruitment and Retention of Minority Teacher in Vocational Education	ED 368 889	CE
Reducing the Dropout Rate Through Career and Vocational Education	ED 282 094	CE
Reentry Programs for Dropouts in Adult Settings	ED 259 215	CE
Reflective Practice in Adult Education	ED 346 319	CE
Resolving Ethical Dilemmas in the Workplace: A New Focus for Career Development	ED 334 468	CE
Retaining Adult Students	ED 237 800	CE
Retaining Adult Students in Higher Education	ED 308 401	CE
Retaining At-Risk Students in Career and Vocational Education	ED 308 400	CE
Retirement Education Programs	ED 240 399	CE
Retirement Policy	ED 259 208	CE
Role of Vocational Education in Transition Services for Handicapped Youth	ED 259 217	CE
SCANS and the New Vocationalism. ERIC Digest No. 165.	ED 389 879	CE
School-to-Work Transition: Its Role in Achieving Universal Literacy	ED 329 806	CE
Single Parents: Career-Related Issues and Needs	ED 296 123	CE
Small Groups in Adult Literacy and Basic Education	ED 350 490	CE
Strategies for Implementing the National Career Development Guidelines	ED 338 898	CE
Strategies for Retaining Adult Students: The Educationally Disadvantaged	ED 299 455	CE
Supporting and Facilitating Self-Directed Learning	ED 312 457	CE
Tailoring Vocational Education to Adult Needs	ED 237 802	CE
Teaching Adults with Learning Disabilities	ED 321 156	CE
Teaching Adults: Is It Different	ED 305 495	CE
Teaching Critical Reading through Literature	ED 363 869	CE
Tech Prep	ED 329 808	CE
Technology Education in Elementary Schools	ED 334 466	CE
Time on Task in Vocational Education [Part of a Collection]	ED 252 693	CE
Total Quality Management: Application in Vocational Education	ED 347 404	CE
Trends and Directions in Career Education	ED 299 458	CE
Using the Internet in Vocational Education	ED 385 777	CE
Voc ED and CETA	ED 237 792	CE
Vocational Education and Defense Preparedness	ED 259 209	CE
Vocational Education and the Work Ethic in a Changing Workplace	ED 299 457	CE

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Vocational Education/Entrepreneurship Match, The	ED 338 899	CE
Vocational Education in Community-Based Organizations	ED 289 997	CE
Vocational Education in Rural America	ED 237 803	CE
Vocational Education in the Middle School	ED 377 314	CE
Vocational Education Performance Standards	ED 318 914	CE
Vocational Education's Role in Dropout Prevention	ED 355 455	CE
Vocational Education-Job Training Partnership Act Coordination	ED 292 972	CE
Wired: The Electronic Job Search	ED 399 411	CE
Women and Entrepreneurship	ED 363 799	CE
Women, Human Development, and Learning	ED 358 379	CE
Women, Work, and Literacy	ED 312 456	CE
Workplace Literacy: Its Role in High Performance Organizations	ED 383 858	CE
Workplace Literacy: Lessons from Practice	ED 354 416	CE
Worksite Training	ED 329 809	CE
Workplace Literacy Programs	ED 292 974	CE

CG

Accountability in Counseling	ED 287 136	CG
Accreditation of College and University Counseling Services	ED 347 488	CG
Action Approach to Career Counseling, An	CG 027 030	CG
Action-Oriented Research: Promoting School Counselor Advocacy and Accountability	ED 347 477	CG
Administrative Skills in Counseling Supervision	ED 372 356	CG
Adolescent Pregnancy and Parenthood	ED 315 704	CG
Adolescent Substance Abuse: Counseling Issues	ED 260 364	CG
Adult Career Counseling—New Clienteles	ED 304 624	CG
Adult Career Development: An Overview	ED 260 370	CG
Alabama High-Risk Youth Resource Directory. Tools for Prevention: Building Healthy Youths	ED 391 991	CG
Alcohol and Drug Use Among Adolescents	ED 304 628	CG
Alcohol Use Among College Students	ED 291 014	CG
Are School-Based Drug Prevention Programs Working?	ED 341 886	CG
Assessing Career Certainty and Choice Status'	ED 391 107	CG
Assessing Career Development with Portfolios	ED 391 110	CG
Assessing Counselor Performance	ED 304 635	CG
Assessing Employability Skills	ED 391 109	CG
Assessing School Counselor Performance	ED 260 365	CG
Assessment in Career Counseling	ED 389 966	CG
Assessment in Counseling & Therapy	ED 382 901	CG
Assessment of Abilities	ED 389 960	CG
Assessment of Counselor Performance	ED 388 886	CG
Assessment of Preschool Children	ED 389 964	CG
Assessment of Self-Concept	ED 389 962	CG
Assessment of Temperament	ED 389 963	CG
Assessment Skills for School Counselors	ED 387 709	CG
Assessment Skills of Counselors, Principals, and Teachers	ED 387 708	CG
Basic Techniques in Marriage and Family Counseling and Therapy	ED 350 526	CG
Brief Family Consultation in Schools	ED 315 705	CG
Building Blocks of Computer-Based Career Planning System	ED 347 478	CG
Building Community for the 21st Century	ED 347 489	CG
CACREP Accreditation: Assessment and Evaluation in the Standards and Process	ED 388 884	CG
CACREP Accreditation: Setting the Standard for Counselor Preparation	ED 347 470	CG
CAMCRY: An Innovation In Collaborative Program Development	ED 399 483	CG
Canadian Action on Early School Leaving: A Description of the National Stay-in-School Initiative	ED 399 481	CG
Career And Employment Counseling in Canada: The State Of The Art	ED 399 480	CG
Career Counseling for Aboriginal Youth: A Community-Based Program Development Approach	ED 399 487	CG

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	ED Number	(CH)
Career Counseling for Native Youth: What Kind And By Whom?	ED 399 486	CG
Career Counseling For Young People With Physical Disabilities: An Introduction To *Thresholds*	ED 400 471	CG
Career Counseling of Girls and Women: Guidelines for Professional Practice	CG 027 051	CG
Career Counseling of Youth with Learning Disabilities	ED 400 470	CG
Career Counseling with Street Youth	ED 400 472	CG
Career Counseling With Native Clients: Understanding The Context	ED 399 485	CG
Career Development: The Contemporary Scene and the Future	ED 304 632	CG
Career Guidance, Families and School Counselors	ED 279 991	CG
Career Guidance in Two-Year Colleges	No ED#	CG
Career Resource Centers	No ED#	CG
Career Transitions	CG 027 053	CG
Centric Career Counseling Model, A	CG 027 033	CG
Challenge of Counseling in Middle Schools	ED 328 825	CG
Challenges to and Censorship of School Guidance Materials	ED 347 479	CG
Challenging Troublesome Career Beliefs	ED 347 481	CG
Changing Focus in Evaluation: Linking Process And Outcome, A	CG 027 046	CG
Changing World of the Elementary School Counselor, The	ED 328 824	CG
CHDF—Partner in Professionalism	ED 347 471	CG
Clinical Supervision in Addictions Counseling: Special Challenges and Solutions	ED 372 355	CG
College Counseling in Independent Schools	ED 304 625	CG
Comprehensive Guidance Program Design	ED 287 137	CG
Computer-Assisted Testing in Counseling and Therapy	ED 391 983	CG
Conducting a Needs Assessment	No ED#	CG
Conflict in Career Decisions	CG 027 035	CG
Constructivist Approaches For Career Counselors	CG 027 029	CG
Constructivist Career Counseling	CG 027 028	CG
Consulting With the Judiciary	ED 347 490	CG
Cooperation between School Psychologists and Counselors in Assessment	ED 391 986	CG
Coping with Fears and Stress	ED 341 888	CG
Coping with Life Transitions	ED 350 527	CG
Counseling Abused Children	ED 315 706	CG
Counseling and Educational Excellence: A Response to "A Nation at Risk"	ED 260 366	CG
Counseling and Guidance Software	ED 315 701	CG
Counseling Career Drifters	CG 027 022	CG
Counseling Families from a Systems Perspective	ED 304 634	CG
Counseling for Study Skills	ED 287 138	CG
Counseling Gifted Students	No ED#	CG
Counseling Roles and AIDS	ED 279 994	CG
Counseling Teenage Fathers: The "Maximizing a Life Experience" (MALE) Group	ED 341 891	CG
Counseling to Enhance Self-Esteem	ED 328 827	CG
Counseling Underachievers: A Comprehensive Model for Intervention	ED 304 631	CG
Counseling Using Technology With At-Risk Youth	ED 347 480	CG
Counseling Young Offenders for Rehabilitation and Employment: The Problem and Promise	ED 400 473	CG
Counseling Youngsters for Stress Management	ED 287 139	CG
Counselling Supervision: International Perspectives	ED 372 358	CG
Counselor and NBCC, The	ED 347 472	CG
Counselor Intentionality and Effective Helping	ED 378 461	CG
Counselor Membership in ACA	ED 347 474	CG
CounselorQuest Update Pack '93 [A Collection of Digests]	ED 350 491	CG
Counselors and Computers	ED 287 140	CG
Counselors and Teachers as Student Advisors	ED 315 703	CG
Counselors' Use of Tests: Process and Issues	ED 304 626	CG
Creating a New Vision of School Psychology: Emerging Models of Psychological Practice in Schools	ED 390 016	CG
Creating Self-Portraits	CG 027 037	CG
Creativity and Counseling	ED 260 369	CG
Delivery of Career Counseling Services: Community Access — The Role of Employers	CG 027 041	CG
Delivery of Career Counseling Services: Videodisc& Multimedia Career Interventions	CG 027 043	CG
Differentiating Between Counseling Theory and Process	ED 347 485	CG
Displaced Homemakers	No ED#	CG

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Divorce and One-Parent Counseling	No ED#	CG
Dropout's Perspective on Leaving School, The	ED 291 015	CG
Eating Disorders: Counseling Issues	ED 260 367	CG
Education and Health Care Advocacy: Perspectives on Goals 2000, IASA, IDEA and Healthy People 2000	ED 390 023	CG
Educational Reform and the School Counselor	ED 347 491	CG
Effective Group Counseling	ED 366 856	CG
Elderly Parents and Adult Children as Caregivers	ED 279 993	CG
Emerging Role of the Community College Counselor, The	ED 315 707	CG
Emerging Student Assessment Systems for School Reform	ED 389 959	CG
Employability Skills Profile: What Are Employers Looking For?	ED 399 484	CG
Empowering Young Black Males	ED 341 887	CG
Empowerment for Later Life	ED 328 828	CG
ENGAGE: A Career Development-Based, Learning-to-Learn Program for Youth, Parents, and Teachers	CG 027 027	CG
ERIC/CAPS—Expanding Counselor Choices	ED 347 473	CG
Establishing School-Based Internships in Professional Psychology	ED 390 021	CG
Ethical and Legal Dimensions of Supervision	ED 372 349	CG
Ethical and Legal Issues in School Counseling	ED 315 709	CG
Ethics in Assessment	ED 391 111	CG
Ethnographic Questing in the Career Counseling Interview	CG 027 038	CG
Evaluating Career Counseling Centers: A Collaborative Approach	CG 027 044	CG
Evaluating School Guidance Programs	ED 388 887	CG
Exemplary Career Development Programs & Practices: The Best from Canada	ED 382 900	CG
Expressive Arts in Counseling, The	ED 350 528	CG
Extending the Reach: Distance Delivery in Career Counseling	CG 027 040	CG
Fairness in Performance Assessments	ED 391 982	CG
Family Caregiving	ED 328 826	CG
Family Counseling in the Schools	ED 347 482	CG
Five Processes of Career Planning	CG 027 032	CG
Follow-Up Evaluation of Career-Counseling Programs	CG 027 052	CG
Fostering Counselors' Development in Group Supervision	ED 372 351	CG
Gender Differences in Adolescent Career Exploration	ED 391 108	CG
Gender Issues in Supervision	ED 372 345	CG
Good Supervisor, The	ED 372 350	CG
Guidance—The Heart of Education: Three Exemplary Approaches	ED 328 829	CG
Health Services in the Schools: Building Interdisciplinary Partnerships	ED 390 019	CG
Helping Children Cope With Divorce: The School Counselor's Role	ED 279 992	CG
Helping Schools With Career Infusion	CG 027 024	CG
"High Five" of Career Development, TheCG 027 031CG		
Inappropriate Statistical Practices in Counseling Research: Three Pointers for Readers of Research Literature	ED 391 990	CG
Interest Assessment	ED 389 961	CG
Internationalizing the University Career Center	ED 341 889	CG
Internet Resources for Guidance Personnel	ED 391 988	CG
Interpersonal Process Recall	ED 372 342	CG
Invitational Learning for Counseling and Development	ED 315 702	CG
Issues and Trends in Career Planning and Placement	ED 304 629	CG
Issues in Multicultural Counseling	ED 279 995	CG
Learning Styles Counseling	ED 341 890	CG
Locating and Evaluating Career Assessment	ED 391 989	CG
Marketeer: New Role for Career and Placement Specialists	ED 304 633	CG
Marketing Career Counseling Services	CG 027 050	CG
Marketing Yourself as a Professional Counselor	ED 347 492	CG
Measurement Model For Employment Counseling	CG 027 047	CG
Mental Health Counseling Assessment: Broadening One's Understanding of the Client and the Clients Presenting Concerns	ED 388 883	CG
Missouri Comprehensive Guidance Model	ED 315 699	CG
Model for Group Employment Counseling, A	CG 027 039	CG
Models of Adolescent Transition	CG 027 026	CG
Models of Clinical Supervision	ED 372 340	CG
Multicultural Assessment	ED 391 112	CG

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Multicultural Counseling	ED 357 316	CG
Multicultural Issues in Supervision	ED 372 346	CG
National Career Development Guidelines	ED 347 493	CG
New Assessment Methods for School Counselors	ED 388 888	CG
New Federal Youth Initiatives In Canada	ED 399 482	CG
Nontraditional College Students	ED 347 483	CG
Older Adults: Counseling Issues	ED 260 363	CG
Older Workers in Transition	ED 400 474	CG
On the Horizon: Important Future Directions For Career Development	CG 027 054	CG
Outcomes of School Career Development	CG 027 025	CG
Overview of Self-Concept Theory for Counselors, An	ED 304 630	CG
Parallel Process in Supervision	ED 372 347	CG
Parent Involvement in Children's Academic Achievement	ED 261 313	CG
Pattern Identification Exercise	CG 027 036	CG
Peer Consultation as a Form of Supervision	ED 372 352	CG
Peer Consultation for Professional Counselors	ED 347 476	CG
Peer Counseling	ED 266 341	CG
Peer Leaders in Drug Abuse Prevention	ED 341 892	CG
Performance Assessments of Career Development	CG 027 045	CG
Pluralism and Education: Its Meaning and Method	ED 347 494	CG
Portfolios for Assessment and Instruction	ED 388 890	CG
Positive Uncertainty: A Paradoxical Philosophy of Counseling Whose Time Has Come	ED 347 486	CG
Post-Traumatic Loss Debriefing: Providing Immediate Support for Survivors of Suicide or Sudden Loss	ED 315 708	CG
Precollege Guidance and Counseling	ED 291 016	CG
President's Perspective on Student Services Delights and Debits, A	ED 366 855	CG
Professionalization of Student Affairs Staff, The	ED 347 495	CG
Project P.O.D.S.: Providing Opportunities for Developing Success	CG 027 023	CG
Psychodiagnosis for Counselors: The DSM-IV	ED 366 890	CG
Psychological Practice in Schools: System Change in the Heartland	ED 390 033	CG
Psychological Services in the Schools	ED 390 017	CG
Qualitative Research in Student Affairs	ED 347 487	CG
"Quality Career Counseling Services": A Developmental Tool For Organizational Accountability	CG 027 049	CG
Redefining Doctoral School Psychology	ED 390 020	CG
Role of Assessment in Counselor Certification, The	ED 388 885	CG
Role of the School Counselor: Elementary Level, The	ED 287 141	CG
Role of the School Counselor: Middle/Junior High Level, The	ED 287 142	CG
Role of the School Counselor: Secondary Level, The	ED 287 143	CG
School Children and Fitness: Aerobics for Life	ED 347 484	CG
School Counselor Role in Planning and Integrating Basic Skills	ED 378 462	CG
School Counselors Collaborating for Student Success	ED 377 414	CG
School Psychologist's Role in School Assessment, The	ED 391 985	CG
School Psychologists: Leader for Change Building a Secure Future for Children	ED 366 879	CG
Scope of Practice of the Secondary School Counselor	ED 328 830	CG
Screening for Special Diagnoses	ED 389 965	CG
Selected Issues in Elementary Guidance	ED 260 368	CG
Selecting a College: A Checklist Approach	ED 266 339	CG
Sex Equity in Guidance and Counseling	ED 304 627	CG
Social and Labor Market Integration of At-Risk Youth	CG 027 021	CG
Sound Performance Assessments in the Guidance Context	ED 388 889	CG
Sports Counseling: Helping Student-Athletes	ED 379 532	CG
Strategies and Methods of Effective Supervision	ED 372 341	CG
Stress in the Work Place	CG 027 048	CG
Suicide and Sudden Loss: Crisis Management in the Schools	ED 315 700	CG
Supervisee Resistance	ED 372 344	CG
Supervision of Marriage and Family Counselors	ED 372 354	CG
Supervision of School Counselors	ED 372 353	CG
Supervisory Evaluation and Feedback	ED 372 348	CG
Supervisory Relationship, The	ED 372 343	CG
Teenage Pregnancy	ED 266 340	CG

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	ED Number	CH
Teenage Suicide: Identification, Intervention and Prevention	ED 266 338	CG
Testing Students with Disabilities	ED 391 984	CG
Three-Tiered Model of Career Counseling Services, A	CG 027 042	CG
Understanding and Managing Stress in the Academic World	ED 291 017	CG
Understanding and Parenting Adolescents	ED 291 018	CG
Unemployed Youth: Counseling Issues	ED 260 362	CG
Use of Technology in Counselor Supervision	ED 372 357	CG
Using Buros Institute of Mental Measurements Materials in Counseling and Therapy	ED 391 987	CG
Using Simulations to Enhance Career Education	CG 027 034	CG
Valuing Diversity in the Schools: The Counselor's Role	ED 347 475	CG
Women and Work-Place Stress	CG 027 020	CG
Working with Diverse Learners and School Staff in a Multicultural Society	ED 390 018	CG

CS

Assessing Listening and Speaking Skills	ED 263 626	CS
Audience Awareness: When and How Does It Develop?	ED 296 347	CS
Beginning Reading Instruction in the United States	ED 321 250	CS
Bibliotherapy [1982]	ED 234 338	CS
Bibliotherapy [1993]	ED 357 333	CS
Book-Length Works Taught in High School English Courses	ED 318 035	CS
Children's Literacy Development: Suggestions for Parent Involvement	ED 365 979	CS
Class Size and Writing Instruction	ED 250 689	CS
Clear Writing in the Professions	ED 343 136	CS
Communicating Within Organizational Cultures	ED 296 419	CS
Communication Apprehension: The Quiet Student in Your Classroom	ED 284 315	CS
Communication Strategies for Employment Interviews	ED 341 111	CS
Communicative Approach to Observation and Feedback	ED 364 926	CS
Computer Assisted Writing Instruction (1994)	ED 376 474	CS
Computer-Assisted Writing Instruction (1988)	ED 293 130	CS
Computer-Networked Writing Lab: One Instructor's View, The	ED 353 604	CS
Contact Literature in English	ED 323 552	CS
Content Area Textbooks: Friends or Foes?	ED 321 249	CS
Creative Dramatics in the Language Arts Classroom	ED 297 402	CS
Critical Thinking in College English Studies	ED 284 275	CS
Critical Thinking: Promoting It in the Classroom	ED 306 554	CS
Cross-Age and Peer Tutoring	ED 350 598	CS
Cyberspace Class: Rewards and Punishments	ED 400 574	CS
Debate and Communication Skills	ED 321 334	CS
Decision Making in the Language Arts	CS 215 725	CS
Dialogue Journals	ED 284 276	CS
Educating the Consumer about Advertising: Some Issues	ED 332 255	CS
Effective Use of Student Journal Writing	ED 378 587	CS
Encouraging Writing Achievement: Writing Across the Curriculum	ED 327 879	CS
Evaluating Student Writing: Methods and Measurement	ED 315 785	CS
Fostering Cognitive Development in College Students—The Perry and Toulmin Models	ED 284 272	CS
From Theory to Practice: Classroom Application of Outcome-Based Education	ED 377 512	CS
Gifted Readers and Reading Instruction	ED 379 637	CS
Guidelines for Computer-Assisted Reading Instruction	ED 352 630	CS
Handwriting Instruction: What Do We Know?	ED 272 923	CS
Health Communication in the 90's	ED 347 608	CS
Helping Children Overcome Reading Difficulties	ED 344 190	CS
Helping Children Understand Literary Genres	ED 366 985	CS
Home Schooling and Socialization of Children	ED 372 460	CS
How College Learning Specialists Can Help College Students	ED 334 571	CS

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ERIC Digests (by Clearinghouse)

	ED Number	(CH)
How Effective Communication Can Enhance Teaching at the College Level	ED 380 847	CS
How to Find Good Computer Software in English and Language Arts	ED 250 692	CS
How to "Read" Television: Teaching Students to View TV Critically	ED 318 039	CS
How Well Do Tests Measure Real Reading?	ED 306 552	CS
Humanities in the English Classroom	ED 269 809	CS
Increasing Comprehension by Activating Prior Knowledge	ED 328 885	CS
Integrating Literature into Middle School Reading Classrooms	ED 316 853	CS
Integrating the Language Arts (1985)	ED 263 627	CS
Integrating the Language Arts (1997)	CS 215 659	CS
Internships and Reflective Practice: Informing the Workplace, Informing the Academy	CS 214 499	CS
Invented Spelling and Spelling Development	ED 272 922	CS
Issue: Adult Literacy Assessment, The	ED 310 369	CS
Issues Affecting High School Literature Programs	ED 270 783	CS
Language Across the Curriculum	ED 250 699	CS
Language Diversity and Language Arts	ED 384 072	CS
Large Scale Writing Assessment	ED 250 691	CS
Listening: Are We Teaching It, and If So, How?	ED 295 132	CS
Literature as Lessons on the Diversity of Culture	ED 306 602	CS
Mass Communication	ED 339 074	CS
Media Ethics: Some Specific Problems	ED 314 802	CS
Media's Role in Political Campaigns	ED 346 527	CS
Metacognition and Reading to Learn	ED 376 427	CS
Metacomprehension	ED 250 670	CS
Motivating Low Performing Adolescent Readers	ED 396 265	CS
Multiplicities of Literacies in the 1990s	ED 320 138	CS
Narratology, The Study of Story Structure	ED 250 698	CS
New Look at Literature Instruction, A	ED 334 595	CS
Note-Taking: What Do We Know About the Benefits?	ED 300 805	CS
Oral Language Development across the Curriculum, K-12	ED 389 029	CS
Organizing for Effective Reading Instruction	ED 369 034	CS
Parent Involvement in Elementary Language Arts: A Program Model	ED 326 901	CS
Parent Participation in Middle School Language Arts	ED 399 564	CS
Personal Communication [A Collection of Digests and Fast Bibs]	ED 339 073	CS
Phonemic Awareness: An Important Early Step in Learning to Read	ED 400 530	CS
Phonics in Whole Language Classrooms	ED 372 375	CS
Plain English Movement, The	ED 284 273	CS
Politically Correct on Campus	ED 390 094	CS
Portfolio and Test Essay: The Best of Both Writing Assessment Worlds at SUNY Brockport	ED 347 572	CS
Portfolios: Assessment in Language Arts	ED 334 603	CS
Poststructuralism as Theory and Practice in the English Classroom	ED 387 794	CS
Prescription for Literacy: Providing Critical Educational Experiences	ED 340 001	CS
Professor Responds by Computer to the Writing of Elementary Students, A	ED 341 061	CS
Project BEST	No ED#	CS
Publishing Children's Writing	ED 363 884	CS
Punctuation: Less is More?	ED 347 553	CS
Qualities of Effective Writing Programs	ED 250 694	CS
Reading and Writing in a Kindergarten Classroom	ED 331 030	CS
Reading Recovery	ED 386 713	CS
Resources for Involving Parents in Literacy Development	ED 250 673	CS
Responses of English Language Arts Professionals to "A Nation at Risk"	ED 250 690	CS
Revision	ED 323 551	CS
Revision in the Writing Process	ED 379 664	CS
Right to Read: Censorship in the School Library, The	ED 319 067	CS
Risk Communication in the Cultural Studies Composition Classroom	ED 399 569	CS
Schema Activation, Construction, and Application	ED 312 611	CS
Schemata	ED 234 337	CS
Self-Talk & Self-Health	ED 361 813	CS
Semiotics	ED 234 339	CS
Semiotics and the English Language Arts	ED 329 960	CS

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	ED Number	CH
Software Evaluation for the Teacher of the English Language Arts	ED 250 697	CS
Some Caveats When Applying Two Trends in Diagnosis: Remedial Reading	ED 297 303	CS
Spelling	ED 250 695	CS
Storytelling: Its Wide-Ranging Impact in the Classroom	ED 299 574	CS
Student Literacy [A collection of Digests and Fast Bibs]	ED 339 029	CS
Supreme Court on "Hazelwood": A Reversal on Regulation of Student Expression, The	ED 321 253	CS
Taking Personal and Professional Contexts into Account in the Basic Public Speaking Course	ED 392 111	CS
Teaching Children to Appreciate Literature	ED 292 108	CS
Teaching Creative Writing in Elementary School	ED 291 182	CS
Teaching English to Gifted Students	ED 400 561	CS
Teaching English to the Gifted Student	ED 270 782	CS
Teaching Expressive Writing	ED 396 338	CS
Teaching Minority Students to Write Effectively	ED 358 487	CS
Teaching Poetry: Generating Genuine, Meaningful Responses	ED 307 609	CS
Teaching Technical Communication	ED 326 906	CS
Teaching Writing with Peer Response Groups	ED 307 616	CS
Television Viewing and Reading	ED 272 855	CS
Testing in Literature	ED 267 435	CS
Testing Literature: The Current State of Affairs	ED 321 261	CS
Theory Meets Practice in Language Arts Assessment	ED 369 075	CS
Thinking Skills in English—And Across the Curriculum	ED 250 693	CS
Transactional Theory in the Teaching of Literature	ED 284 274	CS
Using Film, Video, and TV in the Classroom	ED 300 848	CS
Using Grading Guides To Shape and Evaluate Business Writing	ED 399 562	CS
Using Literature to Teach Reading	ED 313 687	CS
Using Microcomputers in Elementary Language Arts Instruction	ED 264 575	CS
Using Mythic-Archetypal Approaches in the Language Arts	ED 394 147	CS
Using Newspapers as Effective Teaching Tools	ED 300 847	CS
Vocabulary	ED 250 696	CS
Whole Language: Integrating the Language Arts—and Much More	ED 313 675	CS
Writing Across the Curriculum: Toward the Year 2000	ED 354 549	CS
Writing as a Response to Reading	ED 386 734	CS
Writing Assessment at the College Level	ED 345 281	CS
Writing Assignments, Journals, and Student Privacy	ED 365 989	CS

EA

AIDS/HIV Education	ED 309 564	EA
Alternatives to Standardized Educational Assessment	ED 312 773	EA
At-Risk Students	ED 292 172	EA
Background Checks on School Personnel	ED 324 767	EA
Block Scheduling	ED 393 156	EA
Building Relationships Between Schools and Social Services	ED 339 111	EA
Can Instructional Leaders Be Facilitative Leaders	ED 381 893	EA
Censorship of Curriculum Material	ED 315 864	EA
Changing Role of School Boards, The	ED 357 434	EA
Choice in the Public Schools (1986)	ED 282 350	EA
Choice in the Public Schools (1989)	ED 309 565	EA
Class Size	ED 259 454	EA
Collaboration Between Schools and Social Services	ED 320 197	EA
Collaborative Bargaining in Education	ED 284 372	EA
Collaborative Schools	ED 290 233	EA
Communicable Diseases in the Schools	ED 282 349	EA
Communication Skills	ED 390 114	EA
Community Coalitions to Restructure Schools	ED 368 080	EA

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	ED Number	(CH)
Controlled Choice: An Alternative School Choice Plan	ED 344 342	EA
Coping with Changing Demographics	ED 315 865	EA
Data-Driven School Improvement	EA 027 548	EA
Day Care in Schools	ED 282 351	EA
Deteriorating School Facilities and Student Learning	ED 356 564	EA
Dismissing Incompetent Teachers	ED 259 448	EA
Dropout Prevention	ED 282 347	EA
Drug Testing (1988)	ED 307 656	EA
Drug Testing (Revised) (1990)	ED 316 957	EA
Education and Economic Development	ED 293 207	EA
Emerging Issues in State-Level School Finance	ED 324 777	EA
ERIC Digests, 1988-1991: a Compendium of Forty Titles	ED 341 116	EA
Ethical Leadership	EA 027 572	EA
Evaluating Educational Programs	ED 324 766	EA
Evaluating Principals	ED 330 064	EA
Extending the School Year and Day	ED 259 450	EA
Facilitative Leadership	ED 381 851	EA
Financial Equity in Schools	ED 350 717	EA
Fiscal Policy Issues and School Reform	ED 321 342	EA
Five Key Issues in School Restructuring	ED 344 329	EA
Gangs	ED 321 419	EA
Getting Serious About Sexual Harassment	ED 347 699	EA
Grade Retention vs. Social Promotion (Fact Sheet)	No ED#	EA
Home Schooling (1986)	ED 282 348	EA
Home Schooling (1995)	ED 381 849	EA
Identifying Potential Dropouts	ED 339 092	EA
Implementing the Multiage Classroom	ED 381 869	EA
Integrative Education	ED 390 112	EA
Involving At-Risk Families in Their Children's Education	ED 326 925	EA
Leadership for School Culture	ED 370 198	EA
Limits of Shared Decision-Making, The	ED 397 467	EA
Magnet Schools	ED 293 225	EA
Meeting the Special Needs of Drug-Affected Children	ED 321 424	EA
Merit Pay for Teachers	ED 259 453	EA
Microcomputers in the School Office	ED 259 451	EA
Motivating Teachers for Excellence	ED 259 449	EA
National Education Goals: Questions and Answers, The	ED 334 715	EA
Nongraded Primary Education	ED 347 637	EA
Outcome-Based Education	ED 363 914	EA
Overview of the Six National Education Goals, An	ED 334 714	EA
Parent Involvement in the Educational Process	ED 312 776	EA
Peer and Cross Age Tutoring	ED 354 608	EA
Performance Standards for School Superintendents	ED 301 970	EA
Policy Analysis for School Districts	ED 302 899	EA
Poverty and Learning	ED 357 433	EA
Preparing School Administrators	ED 326 939	EA
Priority on Learning: Efficient Use of Resources	ED 384 951	EA
Promising Strategies for At-Risk Youth	ED 328 958	EA
Prospects in Principal Preparation	ED 350 726	EA
Racism in America's Schools	ED 320 196	EA
Recruiting and Selecting Principals	ED 297 481	EA
Repairing and Renovating Aging School Facilities	ED 301 967	EA
Restructuring the Schools	ED 309 563	EA
Risk Management	ED 364 985	EA
Role of Business in Education, The	ED 321 344	EA
Role of Schools in Sexual Abuse Prevention and Intervention, The	ED 331 152	EA
School Consolidation	ED 282 346	EA
School Discipline	ED 350 727	EA
School District Management Audit, The	ED 302 900	EA

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	ED Number	CH
School Leadership and Student Motivation	ED 346 558	EA
School Security	ED 321 343	EA
School Violence Prevention	ED 379 786	EA
School-Based Budgeting	ED 336 865	EA
School-Based Management (1988)	ED 301 969	EA
School-Based Management (1995)	ED 384 950	EA
School-Based Management and Student Performance	ED 336 845	EA
School-Site Councils	ED 369 154	EA
Schools Attack the Roots of Violence	ED 335 806	EA
Shared Decision-Making	ED 368 034	EA
Some Emerging Trends in School Restructuring	ED 343 196	EA
Standards for Student Performance	ED 356 553	EA
State Efforts to Deregulate Education	ED 321 368	EA
State vs. Local Control of Schools	ED 291 164	EA
State-Enforced Accountability of Local School Districts	ED 309 556	EA
Stopping Drug Abuse	ED 301 968	EA
Strategic Planning	ED 312 774	EA
Strategies of a Leader, The	EA 027 442	EA
Student Discipline Policies	ED 259 455	EA
Student Motivation to Learn	ED 370 200	EA
Substance Abuse Policy	ED 355 651	EA
Superintendent Evaluation	ED 312 775	EA
Systemic Education Reform	ED 370 178	EA
Teacher Competency: What Administrators Can Do	ED 259 452	EA
Teacher Tenure	ED 282 352	EA
Team Management	ED 292 217	EA
Total Quality Management	ED 347 670	EA
Training and Recruiting Minority Teachers	ED 302 898	EA
Transformational Leadership	ED 347 636	EA
Understanding the National Goals	ED 358 581	EA
Visionary Leadership	EA 028 072	EA
What's Right with Schools	ED 378 665	EA
Work Teams in Schools	ED 391 226	EA
Year-Round Education	ED 342 107	EA

EC

Academic Interventions for Children with Dyslexia Who Have Phonological Core Deficits	ED 385 095	EC
ADHD and Children Who Are Gifted	ED 358 673	EC
Adjudicated Handicapped Youth	No ED#	EC
Administrator's Role in the Education of Gifted and Talented Children, The	ED 262 516	EC
Advocacy and Self Advocacy for Disabled Persons	No ED#	EC
Affective Education for Exceptional Students	No ED#	EC
Affirmative Action for the Handicapped	No ED#	EC
Alcohol and Other Drug Use by Adolescents with Disabilities	ED 340 150	EC
Argument for Early Intervention, The	ED 262 502	EC
Arts and the Handicapped Child, The	No ED#	EC
Assessment of Minority Students	No ED#	EC
Assistive Technology for Students with Mild Disabilities	ED 378 755	EC
Attention Deficit Disorder (ADD)	ED 287 261	EC
Beginning Reading and Phonological Awareness for Students with Learning Disabilities	ED 392 197	EC
Behavioral Disorders: Focus on Change	ED 358 674	EC
Being at Ease with Handicapped Children	ED 262 506	EC
Bilingual Education for Exceptional Children	No ED#	EC
Bilingual Special Education	ED 333 618	EC

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	ED Number	(CH)
Career Education	No ED#	EC
Career Planning for Gifted and Talented Youth	ED 321 497	EC
Career Search for the Gifted and Talented	ED 262 507	EC
Careers in Special Education	No ED#	EC
Challenging Gifted Students in the Regular Classroom	ED 352 774	EC
Characteristics of Intellectually Gifted Children	ED 262 517	EC
Child Abuse and Neglect	No ED#	EC
Child Abuse and the Handicapped Child	ED 287 262	EC
Child Find	No ED#	EC
Children on Medication	No ED#	EC
Children With Communication Disorders	ED 321 504	EC
Cluster Grouping of Gifted Students: How to Provide Full-Time Services on a Part-Time Budget	ED 397 618	EC
College Planning for Gifted and Talented Youth	ED 321 495	EC
College Planning for Students with Learning Disabilities	ED 314 917	EC
Communicating with Culturally Diverse Parents of Exceptional Children	ED 333 619	EC
Community's Role in Continuing Education for Disabled Adults, The	No ED#	EC
Competency Testing for Handicapped Children	No ED#	EC
Connecting Performance Assessment to Instruction: A Comparison of Behavioral Assessment, Mastery Learning, Curriculum-Based Cost Effectiveness for Special Education, The	No ED#	EC
Creating Meaningful Performance Assessments.	ED 381 985	EC
Creativity and the Creative Process	ED 262 508	EC
Critical Presentation Skills—Research to Practice	ED 291 205	EC
Cultural Values and Motivation	No ED#	EC
Curricula for the Gifted and Talented	ED 262 518	EC
Defining Giftedness	ED 262 519	EC
Delivering Special Education	ED 308 686	EC
Delivering Special Education: Statistics and Trends	ED 340 154	EC
Developing Effective Programs for Special Education Students Who Are Homeless	ED 340 148	EC
Developing Individualized Education Programs, IEPs for the Gifted and Talented	ED 262 509	EC
Developing Leadership in Gifted Youth	ED 321 490	EC
Developing Learning Outcomes for Gifted Students	ED 352 775	EC
Developing Programs for Students of High Ability	ED 334 806	EC
Developing Programs for the Gifted and Talented	ED 262 520	EC
Developing Social Vocational Skills in Handicapped Individuals	ED 287 263	EC
Differentiating Curriculum for Gifted Students	ED 342 175	EC
Differentiating Instruction for Advanced Learners in the Mixed-Ability Middle School Classroom	ED 389 141	EC
Disabilities: An Overview	ED 291 203	EC
Disciplinary Exclusion of Special Education Students	ED 295 397	EC
Discovering Interests and Talents Through Summer Experiences	ED 321 496	EC
Discovering Mathematical Talent	ED 321 487	EC
Does Early Intervention Help?	ED 295 399	EC
Down Syndrome	ED 304 819	EC
Early Intervention for Infants and Toddlers—A Team Effort	ED 313 867	EC
Educating Exceptional Children	ED 317 007	EC
Educational Rights of American Indian and Alaska Native Handicapped Children	No ED#	EC
Effective Instruction for Language Minority Children with Mild Disabilities	ED 333 621	EC
Effective Practices for Preparing Young Children with Disabilities for School	ED 358 675	EC
Emotional Disturbances	ED 295 398	EC
Empowering Culturally and Linguistically Diverse Students with Learning Problems	ED 333 622	EC
ERIC Basics: How to Use ERIC to Search Your Special Education Topic	ED 363 052	EC
ERIC Basics: Search Planning Worksheet and List of ERIC Clearinghouses	ED 363 053	EC
Evaluation of Programs for the Gifted and Talented	ED 262 510	EC
Extended School Year (ESY)	ED 321 503	EC
Federal Resources for Special Education	No ED#	EC
Forming a Local Parent Association for Gifted and Talented Education	ED 262 521	EC
Fostering Academic Creativity in Gifted Students	ED 321 489	EC
Fostering Peer Acceptance of Handicapped Students	ED 262 498	EC
Fostering the Postsecondary Aspiration of Gifted Urban Minority Students	ED 321 498	EC
Fourteen Tips to Help Special Educators Deal with Stress	ED 308 657	EC

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Functional Language Instruction for Linguistically Different Students with Moderate to Severe Disabilities	ED 333 623	EC
Gifted and Talented Handicapped, The	ED 262 522	EC
Gifted and Talented Students: An Overview	ED 287 257	EC
Gifted But Learning Disabled: A Puzzling Paradox	ED 321 484	EC
Gifted Learners and the Middle School: Problem or Promise?	ED 386 832	EC
Giftedness and Learning Disabilities	No ED#	EC
Giftedness and the Gifted: What's It All About?	ED 321 481	EC
Guiding the Gifted Reader	ED 321 486	EC
Helping Adolescents Adjust to Giftedness	ED 321 494	EC
Helping Gifted Students with Stress Management	ED 321 493	EC
Helping Your Highly Gifted Child	ED 321 482	EC
Higher Education for Handicapped Students	No ED#	EC
HIV Prevention Education for Exceptional Youth: Why HIV Prevention Is Important	ED 340 151	EC
How a Parent Group Can Effect Legislation for the Gifted and Talented	No ED#	EC
How Parents Can Support Gifted Children	ED 352 776	EC
Identification of the Gifted and Talented	ED 262 523	EC
Identifying and Serving Recent Immigrant Children Who Are Gifted	ED 358 676	EC
IEP Review, The	No ED#	EC
Imperative for Educational Reform: Implications for Special Education	ED 262 504	EC
Including Students with Disabilities in General Education Classrooms	ED 358 677	EC
Individualized Education Program	No ED#	EC
Integrating Students with Severe Disabilities	ED 321 501	EC
Interactive Video for Special Education	ED 287 260	EC
Juvenile Corrections and the Exceptional Student	ED 340 153	EC
Leadership Skills Among the Gifted and Talented	ED 262 511	EC
Learning Disabilities, [#407]	ED 291 204	EC
Learning Disabilities, [#E516]	ED 352 779	EC
Learning Disabilities: Glossary of Some Important Terms [#E517]	ED 352 780	EC
Learning Related Visual Problems	ED 309 582	EC
Least Restrictive Environment	No ED#	EC
Leisure Education	No ED#	EC
Lesson Structure: Research to Practice	ED 291 206	EC
Life Skills Mastery for Students with Special Needs	ED 321 502	EC
Mainstreaming	No ED#	EC
Managing Inappropriate Behavior in the Classroom	No ED#	EC
Measurement, and Performance Assessment.	ED 381 984	EC
Meeting the Needs of Able Learners through Flexible Pacing	ED 314 916	EC
Meeting the Needs of Needs of Gifted and Talented Minority Language Students	ED 321 485	EC
Mental Retardation (1986)	ED 287 258	EC
Mental Retardation (1994)	ED 372 593	EC
Mentor Relationships and Gifted Learners	ED 321 491	EC
Mentorships for the Gifted and Talented	ED 262 512	EC
Minibibliography of Readings for Parents and Teachers of Gifted Children, A	No ED#	EC
Minibibliography of Readings for Parents and Teachers of Learning Disabled Children	No ED#	EC
Minibibliography on Computers: Special Education Management, A	No ED#	EC
Minibibliography on the Role of the Computer and the IEP, A	No ED#	EC
Multicultural Education and the Exceptional Child	No ED#	EC
Multicultural Education for Exceptional Children	ED 333 620	EC
National and State Perspectives on Performance Assessment	ED 381 986	EC
Nondiscriminatory Evaluation	No ED#	EC
Nurturing Giftedness in Young Children	ED 321 492	EC
Nurturing Social-Emotional Development of Gifted Children	ED 372 554	EC
On Being a Surrogate Parent	No ED#	EC
Overview of ADA, IDEA, and Section 504	ED 389 142	EC
Parents of Gifted Children	ED 262 527	EC
Parents' Rights and Responsibilities	ED 262 499	EC
Peer and Cross Age Teaching in Mainstream Classes	No ED#	EC
Personal Computers Help Gifted Students Work Smart	ED 321 488	EC
Personnel Development in Special Education: Quantity Versus Quality	ED 262 515	EC

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Postsecondary Options for Learning Disabled Students	No ED#	EC
Preparing Children with Disabilities for School	ED 340 147	EC
Preparing Severely Handicapped Individuals for the World of Work	No ED#	EC
Preschool Gifted and Talented Child, The	ED 262 524	EC
Preschool Services for Children with Handicaps	ED 295 394	EC
Privacy and Confidentiality	No ED#	EC
Procedural Safeguards	No ED#	EC
Professional Training for Teachers of the Gifted and Talented	ED 262 525	EC
Professional Training Programs in Gifted Education	No ED#	EC
Providing an Appropriate Education to Children with Attention Deficit Disorder	ED 352 747	EC
Providing Curriculum Alternatives To Motivate Gifted Students	ED 372 553	EC
Reaching Handicapped Children in Their Early Years	No ED#	EC
Reading for the Gifted	ED 262 513	EC
Readings and Resources for Parents and Teachers of Gifted Children	ED 321 500	EC
Relationship of the IEP to Grading and Graduation Requirements	No ED#	EC
Responsibilities of Regular Classroom Teachers for Handicapped Students	No ED#	EC
Rights and Responsibilities of Parents of Children with Handicaps	ED 318 176	EC
Rights of the Handicapped	No ED#	EC
Selecting Software for Special Education Instruction	ED 287 259	EC
Self Identity and the Culturally Diverse Child	No ED#	EC
Serving the LD Student in a Vocational Education Classroom	ED 262 501	EC
Severe Disabilities	No ED#	EC
Severely Handicapped	No ED#	EC
Sex Education for Retarded Students	No ED#	EC
Should Gifted Students Be Grade-Advanced?	ED 370 295	EC
Special Education Dropouts	ED 295 395	EC
Special Education Job Market, The	No ED#	EC
Special Problems of Handicapped Minority Student	No ED#	EC
Stress Management for the Learning Disabled	ED 295 396	EC
Striving for Excellence: Counselor Strategies for Contributing to the National Education Goals	ED 357 317	EC
Students with Physical Disabilities and Health Impairment	ED 314 915	EC
Students with Specialized Health Care Needs	ED 309 590	EC
Substance Exposed Infants and Children	ED 340 149	EC
Suicide and the Exceptional Child	ED 340 152	EC
Supporting Gifted Education Through Advocacy	ED 321 499	EC
Teaching Children with Attention Deficit Disorder	ED 313 868	EC
Technology for the Gifted and Talented	ED 262 514	EC
Underachieving Gifted Students (1985)	ED 262 526	EC
Underachieving Gifted Students (1990)	ED 321 483	EC
Using Performance Assessment in Outcomes-Based Accountability Systems.	ED 381 987	EC
Using Personal Computers to Acquire Special Education Information	ED 314 914	EC
Using Your Microcomputer to Acquire Special Education Information	ED 262 503	EC
Visual Impairments	ED 349 774	EC
Visually Impaired Students in the Mainstream	No ED#	EC
Vocational Support Strategies for Students with Emotional Disorders	ED 383 152	EC
Volunteers in Special Education	No ED#	EC
What is a Handicapped Child?	No ED#	EC
What is Down Syndrome?	ED 262 505	EC
What is Dyslexia?	ED 262 500	EC
Who Needs a Surrogate Parent?	No ED#	EC

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FL

	ED Number	CH
Academic Achievement in a Second Language	ED 329 130	FL
Academic Alliances in Foreign Languages and Literatures	ED 289 365	FL
Access to Literacy Education for Language Minority Adults	ED 350 886	FL/LE
ACTFL Speaking Proficiency Guidelines	ED 347 852	FL
Adult ESL Learner Assessment: Purposes and Tools	ED 386 962	FL/LE
Adult ESL Literacy: Findings from a National Study	ED 365 169	FL/LE
Adult Literacy Practitioners as Researchers	ED 372 663	FL/LE
African Languages at the K-12 Level	FL 024 352	FL
African-American Students and Foreign Language Learning	ED 345 583	FL
Alternative Assessment and Second Language Study: What and Why?	ED 376 695	FL
Approaches to Foreign Language Syllabus Design	ED 295 460	FL
Assessing Language Proficiency for Credit in Higher Education	ED 321 588	FL
Assessing the Literacy Needs of Adult Learners of ESL	ED 334 871	FL/LE
Children's Literature for Adult ESL Literacy	ED 353 864	FL/LE
Children's Writing in ESL	ED 303 046	FL
Closed Captioned Television for Adult LEP Literacy Learners	ED 321 623	FL/LE
Closed Captioned TV: A Resource for ESL Literacy Education	ED 372 662	FL/LE
Collaboration in Adult ESL and Family Literacy Education	ED 378 847	FL/LE
Collaboration in Schools Serving Students with Limited English Proficiency and Other Special Needs	ED 352 847	FL
Communicative Language Teaching: An Introduction and Sample Activities	ED 357 642	FL
Computer-Assisted Language Learning: Current Programs and Projects	ED 355 835	FL
Content-Centered Language Learning	ED 367 142	FL
Cooperative Learning for Students from Diverse Language Backgrounds	ED 347 853	FL
Cooperative Learning with Limited-English-Proficient Students	ED 287 314	FL
Creating a Professional Workforce in Adult ESL Literacy	ED 369 308	FL/LE
Creating Drama with Poetry: Teaching English as a Second Language Through Dramatization and Improvisation	ED 368 214	FL
Creative Activities for Teaching English as a Foreign Language	ED 333 713	FL
Cross-Age Tutoring in the Literary Club	ED 386 949	FL
Cross-Cultural Issues in Adult ESL Literacy Classrooms	ED 358 751	FL/LE
Cultural Considerations in Adult Literacy Education	ED 334 866	FL/LE
Current Terms in Adult ESL Literacy	ED 358 750	FL/LE
Developing Native Language Literacy in Language Minority Adult Learners	ED 358 747	FL/LE
Developing Tomorrow's Teachers of World Languages	ED 350 880	FL
Dialect Differences and Testing	ED 323 813	FL
Dialogue Journal Writing with Limited-English-Proficient (LEP) Students	ED 281 366	FL
Dialogue Journals: Interactive Writing to Develop Language and Literacy	ED 354 789	FL/LE
Different Types of ESL Programs	ED 289 360	FL
Dropout Intervention and Language Minority Youth	ED 379 951	FL
Early Childhood Programs for Language Minority Students	ED 355 836	FL
Eight Approaches to Language Teaching	ED 277 280	FL
Elementary School Foreign Language Programs	ED 309 652	FL
English as a Second Language in Volunteer-Based Programs	ED 385 172	FL/LE
English Language Literacy and Other Requirements of the Amnesty Program	ED 321 616	FL
English Plus	ED 350 884	FL
ESL and Bilingual Program Models	ED 362 072	FL
ESL in Special Education	ED 303 044	FL
ESL Instruction for Learning Disabled Adults	ED 379 966	FL/LE
ESL Instruction in Adult Education: Findings from a National Evaluation	ED 385 171	FL/LE
ESL Literacy for a Linguistic Minority: The Deaf Experience	ED 353 861	FL/LE
ESL Program Administration in Higher Education	ED 303 045	FL
ESL Teacher Certification	ED 276 306	FL
ESL Teacher Education	ED 289 361	FL
ESL Through Content-Area Instruction	ED 296 572	FL

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	ED Number	(CH)
Estimating Literacy in the Multilingual United States: Issues and Concerns	ED 372 664	FL/LE
Ethnography and Adult Workplace Literacy Program Design	ED 334 867	FL/LE
Evaluating Workplace ESL Instructional Programs	ED 386 961	FL/LE
Exploratory Foreign Language Courses in the Middle or Junior High School	ED 276 301	FL
Family and Intergenerational Literacy in Multilingual Families	ED 321 624	FL
Foreign Language and International Studies High Schools	ED 276 307	FL
Foreign Language Careers: Translation. Q & A	ED 232 484	FL
Foreign Language Exploratory Programs: Introduction to Language Learning	ED 399 761	FL
Foreign Language Immersion Programs	ED 363 141	FL
Foreign Language Immersion Programs—ERIC Q&A	ED 293 304	FL
Foreign Language Learning and Children: The Parental Role	ED 289 366	FL
Foreign Language Learning: An Early Start	ED 328 083	FL
Foreign Language Organizations	No ED#	FL
Foreign Language Program Articulation from High School to the University	ED 321 586	FL
Foreign Language Program Articulation: Building Bridges from Elementary to Secondary School	ED 301 069	FL
Foreign Language Requirement? Why Not American Sign Language?	ED 309 651	FL
Foreign Language Requirements and Students with Learning Disabilities	ED 355 834	FL
Foreign Language Teacher Certification	ED 276 302	FL
Foreign Language Teacher Education—1987 Update	ED 289 362	FL
Foreign Languages and Distance Education: The Next Best Thing to Being There	ED 327 066	FL
Foreign Languages and International Business	ED 347 851	FL
Fostering Second Language Development in Young Children	ED 386 950	FL
Freirean Approach to Adult Literacy Education, The	ED 321 615	FL
Funds of Knowledge: Learning from Language Minority Households	ED 367 146	FL
Growing Old in America: Learning English Literacy in the Later Years	ED 367 197	FL/LE
Guidelines for Starting an Elementary School Foreign Language Program	ED 383 227	FL
How Foreign Language Study Can Enhance Career Possibilities	ED 289 363	FL
Implementing Middle School Foreign Language Programs	ED 333 714	FL
Incorporating Dialect Study into the Language Arts Class	ED 318 231	FL
Innovative Programs and Promising Practices in Adult ESL Literacy	ED 358 748	FL/LE
Instructional Conversations	ED 347 850	FL
Instructional Conversations in Native American Classrooms	ED 376 733	FL
Integrating Foreign Language and Content Instruction in Grades K-8	ED 381 018	FL
Integrating Language and Content: Lessons from Immersion	ED 390 284	FL
Integrating Language and Culture in Middle School American History Classes	ED 367 145	FL
Integrating Reading and Writing into Adult ESL Instruction	ED 358 749	FL/LE
International Literacy Year	ED 321 620	FL/LE
Internet for Language Teachers	ED 376 734	FL
Language and Literacy Education for Southeast Asian Refugees	ED 365 170	FL/LE
Language Aptitude Reconsidered	ED 318 226	FL
Language Experience Approach and Adult Learners, The	ED 350 887	FL/LE
Language Learning Strategies: An Update	ED 376 707	FL
Language Minority Students in School Reform: The Role of Collaboration	ED 400 681	FL
Language Policy and Planning	ED 303 051	FL
Learner Assessment in Adult ESL Literacy	ED 353 863	FL/LE
Learner-Centered Worker Education Program, A	ED 334 872	FL/LE
Limited-English-Proficient Students in the Schools: Helping the Newcomer	ED 279 206	FL
Linguistic Diversity in the United States: English Plus and Official English	ED 356 686	FL/LE
Listening to Students' Voices: Educational Materials Written by and for LEP Adult Learners	ED 317 096	FL/LE
Literacy Education for Adult Migrant Farmworkers (September 1991)	ED 334 873	FL/LE
Local Advocacy for Second Language Education: A Case Study in New Mexico	ED 327 067	FL
Maintaining Foreign Language Skills	ED 296 573	FL
Measuring the Nation's Literacy: Important Considerations	ED 334 870	FL/LE
Middle Schools and Foreign Languages: A View for the Future	ED 392 246	FL
Myths and Misconceptions About Second Language Learning	ED 350 885	FL
Need for Foreign Language Competence in the United States, The	ED 276 304	FL
Numeracy in the Adult ESL Classroom	ED 392 316	FL
Older Language Learner, The	ED 287 313	FL
Opportunities Abroad for Teaching English as a Foreign Language: A Resource List. (1990)	ED 321 587	FL

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	ED Number	CH
Opportunities Abroad for Teaching English as a Foreign Language: A Resource List. (1992 Update)	ED 343 410	FL
Outreach and Retention in Adult ESL Literacy Programs	ED 383 241	FL/LE
Parent Involvement and the Education of Limited-English-Proficient Students	ED 279 205	FL
Personal Benefits of Foreign Language Study	ED 276 305	FL
Philosophies and Approaches in Adult ESL Literacy Instruction	ED 386 960	FL/LE
Planning Middle School Foreign Language Programs	ED 324 972	FL
Practical Ideas on Alternative Assessment for ESL Students	ED 395 500	FL
Proficiency Plus: The Next Step	FL 024 354	FL
Proficiency Testing in the Less Commonly Taught Languages	ED 304 024	FL
Promoting Secondary School Transitions for Immigrant Adolescents	FL 024 351	FL
Public Relations for Foreign Languages, Q&A	ED 232 482	FL
Recruiting and Retaining Language Minority Students in Adult Literacy Programs	ED 321 621	FL/LE
Referring Language Minority Students to Special Education	ED 329 131	FL
Role of Culture in Foreign Language Education, The	ED 276 298	FL
Role of Libraries in Providing Services to Adults Learning English	ED 334 868	FL/LE
Role of Styles and Strategies in Second Language Learning, The	ED 317 087	FL
Second Language Classroom Research	ED 321 550	FL
Second Language Learning in a Social Context	ED 367 143	FL
Selling Workplace ESL Instructional Programs	ED 392 315	FL/LE
Serving Linguistically and Culturally Diverse Students: Strategies for the School Librarian	ED 390 283	FL
Sheltered English Instruction	ED 301 070	FL
Simulated Oral Proficiency Interviews	ED 317 036	FL
Simulated Oral Proficiency Interviews, An Update	ED 395 501	FL
Spanish for U.S. Hispanic Bilinguals in Higher Education	ED 350 881	FL
Spanish-Language Ads and Public Service Announcements in the Foreign Language Classroom	ED 367 144	FL
Staff Development for ABE and ESL Teachers and Volunteers	ED 353 862	FL/LE
Supervision of Second and Foreign Language Teachers, The	ED 324 971	FL
Talking Adult ESL Students into Writing: Building on Oral Fluency to Promote Literacy	ED 321 622	FL/LE
Task-Based Activities: Making the Language Laboratory Interactive	ED 343 407	FL
Teaching ASL as a Second Language	ED 343 408	FL
Teaching Foreign Languages with Realia and Other Authentic Materials	ED 289 367	FL
Teaching Low-Level Adult ESL Learners	ED 379 965	FL/LE
Teaching Mathematics to Limited English Proficient Students	ED 317 086	FL/LE
Teaching Multilevel Adult ESL Classes	ED 383 242	FL/LE
Teaching Reading in a Foreign Language	ED 305 829	FL
Technology and Second Language Learning	ED 350 883	FL
Telecommunications in Foreign Language Education: A Resource List	ED 317 039	FL
Testing Speaking Proficiency: The Oral Interview	ED 276 299	FL
Transitioning Adult ESL Learners to Academic Programs	ED 385 173	FL/LE
Translating and Interpreting Programs: A Scottish Example	ED 347 854	FL
Translation Profession, The	ED 345 540	FL
Two-Way Bilingual Education Programs in Practice: A National and Local Perspective	ED 379 915	FL
Two-Way Language Development Programs	ED 321 589	FL
Union-Sponsored Workplace ESL Instruction	ED 392-317	FL/LE
Upgrading the Target Language Proficiency Levels of Foreign Language Teachers	ED 328 082	FL
Uses of Baby Talk, The	ED 318 230	FL
Using Computers with Adult ESL Literacy Learners	ED 343 462	FL/LE
Using Newspapers in the ESL in the Literacy Classroom	ED 321 619	FL/LE
Valuing Diversity in the Multicultural Classroom	ED 378 846	FL/LE
Vernacular Dialects in U.S. Schools	ED 289 364	FL
Vocational English-as-a-Second-Language Programs	ED 321 551	FL
We Can Talk: Cooperative Learning in the Elementary ESL Classroom	ED 382 035	FL
What Is Linguistics?	ED 278 255	FL
What Is Linguistics? [Revised]	ED 350 882	FL
Will the National Education Goals Improve the Progress of English Language Learners?	ED 362 073	FL
Working with Limited-English-Proficient Students in the Regular Classroom	ED 289 368	FL
Workplace ESL Instruction: Varieties and Constraints	ED 367 190	FL/LE
Workplace Literacy Programs for Nonnative English Speakers	ED 334 874	FL/LE

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	ED Number	(CH)
Academic Advising for Student Success: A System of Shared Responsibility	ED 340 274	HE
Academic Freedom in American Higher Education: Rights, Responsibilities and Limitations	ED 366 262	HE
Academic Program Reviews	ED 284 522	HE
Active Learning: Creating Excitement in the Classroom	ED 340 272	HE
Advisory Committee Advantage, The	ED 377 782	HE
Affirmative Rhetoric, Negative Action; African-American and Hispanic Faculty at Predominantly White Institutions	ED 317 100	HE
Benchmarking in Higher Education: Adapting Best Practices to Improve Quality	HE 029 717	HE
Blue Ribbon Commissions and Higher Education	ED 284 528	HE
Budgeting for Higher Education at the State Level: Enigma, Paradox, and Ritual	ED 332 562	HE
Campus Green: Fund Raising in Higher Education, The	ED 321 705	HE
Challenge of Diversity: Involvement or Alienation in the Academy?	ED 317 145	HE
Chicanos in Higher Education—Issues and Dilemmas for the 21st Century	ED 365 206	HE
College Alcohol and Drug Abuse Prevention Programs: An Update	ED 347 960	HE
College Alcohol Programs	ED 308 802	HE
College Choice: Understanding Student Enrollment Behavior	ED 333 854	HE
College Learning Improvement Programs	ED 284 512	HE
College Search Committees	ED 284 511	HE
College Student Assessment	No ED#	HE
College, the Constitution, and the Consumer Student, The	ED 284 524	HE
Cooperative Learning: Increasing College Faculty Instructional Productivity	ED 347 871	HE
Corporate Education	ED 301 142	HE
Creating Distinctiveness: Lessons from Uncommon Colleges and Universities	ED 356 753	HE
Critical Need for College Student Personnel Services, A	ED 284 519	HE
Crossing Pedagogical Oceans: International Teaching Assistants in U.S. Undergraduate Education	ED 358 812	HE
Department Chair: New Roles, Responsibilities and Challenges, The	ED 363 165	HE
Development Officer in Higher Education. Toward an Understanding of the Role, The	ED 382 106	HE
Educating Part-Time Adult Learners in Transition	ED 360 946	HE
Emeritus Professor: Old Rank—New Meaning, The	ED 321 724	HE
Empowering the Faculty: Mentoring Redirected and Renewed	ED 399 888	HE
Enhancing a College's Fund-Raising Ability	ED 308 799	HE
Enhancing Promotion, Tenure and Beyond: Faculty Socialization as a Cultural Process	ED 368 321	HE
Enhancing Student Learning: Intellectual, Social and Emotional Integration	ED 400 741	HE
Faculty Collaboration: Enhancing the Quality of Scholarship and Teaching	ED 347 958	HE
Faculty Consulting and Supplemental Income	ED 284 521	HE
Faculty Evaluation: Its Purposes and Effectiveness	ED 308 800	HE
Faculty Freedoms and Institutional Accountability: Interactions and Conflicts	ED 284 517	HE
Faculty Job Satisfaction: Women and Minorities in Peril	ED 355 859	HE
Faculty Participation in Decision Making	ED 284 520	HE
Flexibility in Academic Staffing	ED 284 523	HE
Helping Minority Students Graduate from College—A Comprehensive Approach	ED 308 795	HE
"High Risk" Students and Higher Education: Future Trends	ED 325 033	HE
High School-College Partnerships, Conceptual Models, Programs and Issues	ED 347 956	HE
Instituting Enduring Innovations: Achieving Continuity of Change in Higher Education	ED 358 811	HE
Leadership Compass Values and Ethics in Higher Education	ED 350 970	HE
Leadership in Higher Education	ED 301 144	HE
Learning Styles	ED 301 143	HE
Making Sense of Administrative Leadership; The "L" Word in Higher Education	ED 317 099	HE
Making Sense of the Dollars: The Costs and Uses of Faculty Compensation	ED 368 255	HE
Master's Degree, The	ED 301 140	HE
Measuring Up: The Promises and Pitfalls of Performance Indicators in Higher Education	ED 383 278	HE
Meeting the Mandate: Renewing the College and Departmental Curriculum	ED 347 957	HE
New Alliance: Continuous Quality and Classroom Effectiveness, A	ED 392 368	HE

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New Perspectives for Student Affairs Professionals: Evolving Realities, Responsibilities and Roles	ED 370 507	HE
Old College Try, The; Balancing Academics and Athletics in Higher Education	ED 317 102	HE
Part-Time Faculty: Higher Education at a Crossroads	ED 284 513	HE
Paying for College: Savings Plan vs. Prepayment	ED 308 797	HE
Post-Tenure Faculty Evaluation	ED 284 529	HE
Postsecondary Developmental Programs; A Traditional Agenda with New Imperatives	ED 317 101	HE
Preparing for a Global Community	ED 350 971	HE
Prices, Productivity, and Investment; Assessing Financial Strategies in Higher Education	ED 382 092	HE
Professional Education	ED 284 527	HE
Proprietary Schools: Programs, Policies and Prospects	ED 331 338	HE
Public Image and the University	ED 301 145	HE
Public Service in Higher Education: Practices and Priorities	ED 284 515	HE
Pursuing Diversity: Recruiting College Minority Students	ED 333 856	HE
Quality—Transforming Postsecondary Education	ED 350 972	HE
Realizing Gender Equality in Higher Education: The Need to Integrate Work/Family Issues	ED 340 273	HE
Reconciling Rights and Responsibilities of Colleges and Students: Offensive Speech, Assembly, Drug Testing and Safety	ED 355 860	HE
Redesigning Higher Education. Producing Dramatic Gains in Student Learning.	ED 394 441	HE
Reducing Stress Among Students	ED 284 526	HE
Renewing Civic Capacity Preparing College Students for Service and Citizenship	ED 321 704	HE
Retirement Programs for Faculty	ED 301 141	HE
Selecting College and University Personnel	ED 301 139	HE
Self-Study in Higher Education: the Path to Excellence	ED 284 510	HE
Sex Discrimination Law in Higher Education: The Lessons of the Past Decade	ED 284 516	HE
Sexual Harassment in Higher Education From Conflict to Community	ED 364 134	HE
Social Consciousness and Career Awareness: Emerging Link in Higher Education	ED 334 959	HE
Strategic Planning (1988)	No ED#	HE
Strategies and Consequences: Managing the Costs in Higher Education	ED 347 959	HE
Student as Commuter: Developing a Comprehensive Institutional Response, The	ED 319 297	HE
Student Financial Aid and Women	ED 284 525	HE
Student Goals for Colleges and Courses: A Missing Link in Assessing and Improving Academic Achievement	ED 317 146	HE
Student Learning Outside the Classroom: Transcending Artificial Boundaries	ED 394 443	HE
Student Stress: Effects and Solutions	ED 284 514	HE
Students in Urban Settings—Achieving the Baccalaureate Degree	ED 284 518	HE
Taking Teaching Seriously: Meeting the Challenge of Instructional Improvement	ED 396 615	HE
Tenure, Promotion, and Reappointment: Legal and Administrative Implications	ED 396 607	HE
Turning Teaching into Learning, The Role of Student Responsibility in the Collegiate Experience	ED 372 702	HE
Volunteer Work by Undergraduates	ED 308 801	HE
Working with Trustees	ED 301 138	HE

IR

Access Points to ERIC: An Update (EDO-IR-88-10/12)	ED 310 780	IR
Access Points to ERIC: Update 1992	ED 365 354	IR
Access Points to ERIC: Update 1995	ED 381 178	IR
Accessing ERIC with Your Microcomputer (April 1986)	ED 270 100	IR
Accessing ERIC with Your Microcomputer (July 1984)	ED 254 209	IR
Accessing ERIC With Your Microcomputer: Update (December 1988)	ED 306 944	IR
Administrative Issues in Planning a Library End User Searching Program	ED 278 416	IR
Alternative Assessment and Technology	ED 365 312	IR
Automation for the School Library Media Center	ED 327 217	IR
Bread and Butter of the Internet	IR 018 221	IR
Building Databases for Education	ED 270 107	IR
Cable Television in the Classroom	ED 371 727	IR
CD-ROM for Educators	ED 290 463	IR

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Changing Roles of the Media Specialist	ED 284 532	IR
Competency-Based Education for Media Professionals	ED 232 707	IR
Computer Equity	No ED#	IR
Computer Literacy for Teachers	ED 254 210	IR
Computer Skills for Information Problem-Solving: Learning and Teaching Technology in Context	ED 392 463	IR
Computer Software: Copyright and Licensing Considerations for Schools and Libraries	ED 308 856	IR
Computer Uses In Secondary Science Education	ED 331 489	IR
Computer-Assisted Instruction: Authoring Languages	ED 281 504	IR
Copyright Issues for the Electronic Age	ED 381 177	IR
Course Integrated Library Instruction	ED 306 960	IR
Creating and Maintaining the Bibliographic Database for Library Automation	ED 321 773	IR
Curriculum Roles and Responsibilities of Library Media Specialists	ED 308 880	IR
Delivery Systems for Distance Education	ED 304 111	IR
Developing Metacognition	ED 327 218	IR
Distance Education and the Changing Role of the Library Media Specialist	ED 327 221	IR
Economics of Information in Education	ED 253 255	IR
Educational MOO: Text-based Virtual Reality for Learning in Community	IR 018 246	IR
Educational Technology and Distance Education	ED 232 617	IR
Electronic Networking	ED 278 417	IR
Electronic Networks	ED 254 211	IR
Electronic Portfolios: A New Idea in Assessment	ED 390 377	IR
Enhancing Learning in At-Risk Students: Applications of Video Technology	ED 318 464	IR
ERIC for Practitioners	ED 270 101	IR
ERIC on CD-ROM: Update (May 1988)	ED 300 031	IR
ERIC on CD-ROM: Update 1990 (December 1990)	ED 330 372	IR
Excellence Through Educational Technology: Some Prior Considerations	ED 254 212	IR
Fax for Library Services	ED 341 407	IR
Field of Educational Technology, The: A Dozen Frequently Asked Questions (April 1983)	ED 232 616	IR
Field of Educational Technology, The: A Dozen Frequently Asked Questions (September 1995)	ED 387 117	IR
Field of Educational Technology, The: A Dozen Frequently Asked Questions (December 1993)	ED 366 330	IR
Helping with Homework: A Parent's Guide to Information Problem-Solving	IR 056 251	IR
Hypertext: Behind the Hype	ED 308 882	IR
Impact of Microcomputer-Based Instruction on Teaching and Learning: A Review of Recent Research	ED 315 063	IR
Impact of School Library Media Centers on Academic Achievement, The	ED 372 759	IR
Implementing Information Power	ED 308 857	IR
Information Literacy for Lifelong Learning	ED 358 870	IR
Information Literacy in an Information Society	ED 372 756	IR
Information Skills for an Information Society: A Review of Research	ED 327 216	IR
Information Technology and the Informed Citizen: New Challenges for Government and Libraries	ED 331 528	IR
Instructional Development for Distance Education	ED 351 007	IR
Integrated Library Systems	ED 381 179	IR
Interactive Multimedia Computer Systems	ED 340 388	IR
Interactive Videodisc: An Emerging Technology for Educators	ED 315 064	IR
Internet Basics	ED 348 054	IR
Internet Basics: Update 1996	ED 392 466	IR
Introduction to Internet Resources for K-12 Educators, An Part II: Question Answering Listservs, Discussion Groups, Update 1996	ED 391 461	IR
Introduction to Internet Resources for K-12 Educators, Part I: Information Resources, An	ED 372 757	IR
Introduction to Internet Resources for K-12 Educators, Part I: Information Resources, Update 1996, An	ED 391 460	IR
Introduction to Internet Resources for K-12 Educators. Part II: Question Answering, Listservs, Discussion Groups	ED 372 758	IR
K-12 Technology Planning at State, District, and Local Levels	ED 393 448	IR
Libraries and the Internet	ED 377 880	IR
Libraries for the National Education Goals	ED 345 753	IR
Library and Information Services for Productivity	ED 327 220	IR
Library and the Latchkey, The	ED 331 512	IR
Library Collection Development in an Electronic Age	ED 392 467	IR
Library Support Staff in an Age of Change: Utilization, Role Definition, and Status	ED 382 197	IR
Local Area Networks for K-12 Schools	ED 389 277	IR
Managing Computer Software Collections	ED 254 213	IR

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Microcomputer Courseware Evaluation Sources	ED 270 102	IR
Microcomputers: Some Basic Resources	ED 233 711	IR
Museums and Schools as Partners	ED 278 380	IR
Myths and Realities about ERIC	ED 345 756	IR
National Information Infrastructure: Policy Trends and Issues	ED 368 324	IR
National Research and Education Network (NREN): Promise of a New Information Environment	ED 327 219	IR
National Research and Education Network (NREN): Update 1991, The	ED 340 390	IR
Networking and Microcomputers	ED 253 256	IR
Networking: K-12	ED 354 903	IR
New Access Points to ERIC: An Update, Part II, CD-ROM and Other New Access Points	No ED#	IR
New Access Points to ERIC: An Update, Part III, ERIC/IR Special Projects	No ED#	IR
New Access Points to ERIC: CD-ROM Versions	ED 283 533	IR
Novice User and CD-ROM Database Services, The	ED 300 032	IR
Online Information Services for Secondary School Students: A Current Assessment	ED 303 175	IR
Optical Disk Formats: A Briefing	ED 303 176	IR
Plugging in to Computer Bulletin Boards	ED 278 381	IR
Postmodern Educational Technology	ED 348 042	IR
Practical Guide to Preservation in School and Public Libraries, The	ED 335 059	IR
Psychological Dimensions of User-Computer Interfaces	ED 337 203	IR
Public Libraries and Cultural Diversity	ED 358 871	IR
Public Library Services for Home Schooling	IR 056 236	IR
Reappraisal of Instructional Television, A	ED 294 569	IR
Review of Reviews of Research on Computer Assisted Instruction, A	ED 288 496	IR
Role of Libraries in Literacy Education, The	ED 330 373	IR
Say "YES" to Telephone Lines in the Classroom	ED 377 829	IR
School Librarian's Role in the Electronic Age, The	IR 056 226	IR
School-University Partnerships and Educational Technology	ED 358 840	IR
Selecting Microcomputer Courseware	ED 315 062	IR
Seven Steps to Responsible Software Selection	ED 382 157	IR
Software Copyright Interpretation	ED 261 649	IR
Software Evaluation for Microcomputer Programs	No ED#	IR
Strategies for Teaching at a Distance	ED 351 008	IR
Technology and Equity	ED 339 400	IR
Technology Options for Libraries	ED 303 177	IR
Telecommunications and Distance Education	ED 358 841	IR
Teleconferencing in Education	ED 254 214	IR
Television Violence and Behavior: A Research Summary	ED 366 329	IR
Total Quality Management in Libraries	ED 396 759	IR
Trends & Issues in Library and Information Science, 1990	ED 340 389	IR
Trends and Issues in Educational Technology: 1989	ED 320 569	IR
Trends in Educational Technology, 1991	ED 343 617	IR
Trends in Educational Technology, 1995	ED 398 861	IR
Trends in Educational Technology: 1989	ED 308 858	IR
Trends in Library and Information Science: 1989	ED 308 884	IR
Use of Local Area Networks in Schools	ED 316 249	IR
Videodiscs in Education	ED 270 103	IR
Videotapes: Copyright and Licensing Considerations for Schools and Libraries	ED 308 855	IR
Videotex 1983: An ERIC Fact Sheet	ED 232 618	IR
Videotex 1985: Educational Applications	ED 270 104	IR
Virtual Reality: An Overview	ED 386 178	IR
What is an Expert System?	ED 335 058	IR
Whole Language in an Elementary School Library Media Center	ED 346 874	IR
Wired Campus, The	ED 304 112	IR

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	ED Number	(CH)
Achieving Administrator Diversity	ED 395 616	JC
Addressing Sexual Harassment on Campus	ED 400 002	JC
Administrator and Faculty Ethics Codes in Community College	ED 360 037	JC
Alternative Scheduling	ED 296 766	JC
American Indians in Higher Education; The Community College Experience	ED 351 047	JC
Approaches to Staff Development for Part-Time Faculty	ED 270 180	JC
Are Communications Technologies in Education a Threat to Faculty?	ED 269 114	JC
Are New Models of Student Development Needed?	ED 321 791	JC
Assessing Student Degree Aspirations	ED 261 754	JC
Assessing the Employment Experiences of Community College Vocational Program Graduates	ED 271 162	JC
Assessing the Student Attrition Problem	ED 287 522	JC
Assessment and Testing: Measuring Up to Expectations	ED 391 559	JC
Assessment of Educational Outcomes	ED 321 834	JC
Assessment of Entering Students	ED 353 006	JC
Bolstering the Community College Transfer Function	ED 276 492	JC
Challenging the "Revolving Door Syndrome"	ED 361 057	JC
Commitment to Transfer	ED 310 832	JC
Community College Faculty and the Transfer Function: A Critical Analysis	ED 261 755	JC
Community College Foundations	ED 304 170	JC
Community College Honors Programs	ED 353 007	JC
Community College Professor: Teacher and Scholar, The	ED 272 248	JC
Community College Role in Achieving Adult Literacy, The	ED 333 951	JC
Community College Scholarship	ED 395 617	JC
Community College Students in the Fine and Performing Arts	ED 292 485	JC
Community Colleges and Proprietary Schools	ED 400 003	JC
Community Colleges as Facilitators of School-to-Work	ED 383 360	JC
Community Colleges International	ED 393 504	JC
Community Colleges: General Information and Resources	ED 377 911	JC
Community Colleges: How to Develop a Positive Liaison with State Lawmakers	ED 269 117	JC
Community Needs Assessment Surveys	ED 200 299	JC
Controversies Surrounding Developmental Education in the Community College	ED 286 557	JC
Correctional Education and the Community College	ED 321 835	JC
Counting the Reverse Transfer Students	ED 261 757	JC
Creating and Maintaining a Diverse Faculty	ED 386 261	JC
Critical Thinking in Community Colleges	ED 348 128	JC
Current Status of the Associate Degree	ED 261 758	JC
Describing the Non-Liberal Arts Community College Curriculum	ED 358 894	JC
Descriptive Analysis of the Community College Liberal Arts Curriculum	ED 285 609	JC
Educational Accountability	ED 286 551	JC
Enrollment Management	ED 286 558	JC
ESL Population and Program Patterns in Community Colleges	ED 353 022	JC
First-Generation College Students	ED 351 079	JC
Future Learning: Distance Education in Community Colleges	ED 385 311	JC
General Education and the Community College	ED 304 196	JC
General Education in Community Colleges	ED 362 253	JC
High School-Community College Collaboration	ED 286 559	JC
Improving Academic Advising at the Community College	ED 320 647	JC
Improving Student Retention in Community Colleges	ED 276 493	JC
Improving the Performance of the Hispanic Community College Student	ED 358 907	JC
In the Shadow of Baccalaureate Institutions	ED 348 129	JC
Incorporating Humanities Instruction in Vocational Programs	ED 353 005	JC
Indicators of Institutional Effectiveness	ED 385 310	JC
Influence of Race and Ethnicity on Access to Postsecondary Education and the College Experience, The	ED 386 242	JC

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JC

	ED Number	(CH)
Achieving Administrator Diversity	ED 395 616	JC
Addressing Sexual Harassment on Campus	ED 400 002	JC
Administrator and Faculty Ethics Codes in Community College	ED 360 037	JC
Alternative Scheduling	ED 296 766	JC
American Indians in Higher Education; The Community College Experience	ED 351 047	JC
Approaches to Staff Development for Part-Time Faculty	ED 270 180	JC
Are Communications Technologies in Education a Threat to Faculty?	ED 269 114	JC
Are New Models of Student Development Needed?	ED 321 791	JC
Assessing Student Degree Aspirations	ED 261 754	JC
Assessing the Employment Experiences of Community College Vocational Program Graduates	ED 271 162	JC
Assessing the Student Attrition Problem	ED 287 522	JC
Assessment and Testing: Measuring Up to Expectations	ED 391 559	JC
Assessment of Educational Outcomes	ED 321 834	JC
Assessment of Entering Students	ED 353 006	JC
Bolstering the Community College Transfer Function	ED 276 492	JC
Challenging the "Revolving Door Syndrome"	ED 361 057	JC
Commitment to Transfer	ED 310 832	JC
Community College Faculty and the Transfer Function: A Critical Analysis	ED 261 755	JC
Community College Foundations	ED 304 170	JC
Community College Honors Programs	ED 353 007	JC
Community College Professor: Teacher and Scholar, The	ED 272 248	JC
Community College Role in Achieving Adult Literacy, The	ED 333 951	JC
Community College Scholarship	ED 395 617	JC
Community College Students in the Fine and Performing Arts	ED 292 485	JC
Community Colleges and Proprietary Schools	ED 400 003	JC
Community Colleges as Facilitators of School-to-Work	ED 383 360	JC
Community Colleges International	ED 393 504	JC
Community Colleges: General Information and Resources	ED 377 911	JC
Community Colleges: How to Develop a Positive Liaison with State Lawmakers	ED 269 117	JC
Community Needs Assessment Surveys	ED 200 299	JC
Controversies Surrounding Developmental Education in the Community College	ED 286 557	JC
Correctional Education and the Community College	ED 321 835	JC
Counting the Reverse Transfer Students	ED 261 757	JC
Creating and Maintaining a Diverse Faculty	ED 386 261	JC
Critical Thinking in Community Colleges	ED 348 128	JC
Current Status of the Associate Degree	ED 261 758	JC
Describing the Non-Liberal Arts Community College Curriculum	ED 358 894	JC
Descriptive Analysis of the Community College Liberal Arts Curriculum	ED 285 609	JC
Educational Accountability	ED 286 551	JC
Enrollment Management	ED 286 558	JC
ESL Population and Program Patterns in Community Colleges	ED 353 022	JC
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ERIC Digests (by Clearinghouse)

	ED Number	(CH)
Asian-American Children: What Teachers Should Know	ED 369 577	PS
Assessing Preschoolers' Development	ED 232 760	PS
Assessing the Development of Preschoolers	ED 372 875	PS
Benefits of Mixed-Age Grouping, The	ED 382 411	PS
Beyond Transition: Ensuring Continuity in Early Childhood Services	ED 345 867	PS
Changing Face of Parenting Education, The	ED 382 406	PS
Child Care Directors' Training and Qualifications	ED 301 363	PS
Child Care Resource and Referral Agencies	ED 338 444	PS
Child Sexual Abuse: What It Is and How to Prevent It	ED 321 843	PS
Children's Nutrition and Learning	ED 369 579	PS
Children's Peer Relationships	ED 265 936	PS
Choosing Software for Children	ED 267 914	PS
Classroom Management	ED 232 759	PS
Collaboration: The Prerequisite for School Readiness and Success	ED 356 906	PS
Cooperative Learning Strategies and Children	ED 306 003	PS
Cooperative Problem-Solving in the Classroom	ED 310 881	PS
Creativity in Young Children	ED 306 008	PS
Developing Homework Policies	ED 256 473	PS
Development of Social Competence in Children, The	ED 281 610	PS
Developmentally Appropriate Programs	ED 356 101	PS
Dispositions as Educational Goals	ED 363 454	PS
Early Childhood Classrooms and Computers: Programs with Promise	ED 291 515	PS
Educating Language-Minority Children	ED 317 273	PS
El Desarrollo Social de los Niños: Una Lista de Cotejo	ED 401 049	PS
El Fomento de la Elasticidad en los Ninos (Fostering Resilience in Children	ED 397 991	PS
El Método Llamado Proyecto (The Project Approach)	ED 380 238	PS
Encouraging Creativity in Early Childhood Classrooms	ED 389 474	PS
Encouraging Young Children's Writing	ED 327 312	PS
Escalating Kindergarten Curriculum	ED 308 989	PS
Family Involvement in Early Multicultural Learning	ED 380 240	PS
Father/Male Involvement in Early childhood Programs.	ED 400 123	PS
Finding Preschool for All Children	ED 389 471	PS
Fostering Resilience in Children	ED 386 327	PS
Four-Year Olds and Public Schooling	ED 325 204	PS
Full-Day Kindergarten Programs	ED 382 410	PS
Full-Day or Half-Day Kindergarten?	ED 256 474	PS
Grade Retention and Promotion	ED 267 899	PS
Grandparents as Parents: A Primer for Schools	ED 401 044	PS
Guía Para Ver La Televisión En Familia (Guidelines for Family Television Viewing)	ED 380 236	PS
Guidelines for Family Television Viewing	ED 320 662	PS
Having Friends, Making Friends, and Keeping Friends: Relationships as Educational Contexts	ED 345 854	PS
Head Start Experience, The	ED 327 313	PS
Health Care, Nutrition, and Goal One	ED 356 102	PS
Hispanic Parent Involvement in Early Childhood Programs	ED 382 412	PS
Hispanic-American Students and Learning Style	ED 393 607	PS
Homeless Children: Meeting the Educational Challenges	ED 356 099	PS
Hothousing Young Children: Implications for Early Childhood Policy and Practice	ED 294 653	PS
How Can We Teach Critical Thinking?	ED 326 304	PS
How Children Develop Racial Awareness	ED 232 761	PS
Implementing an Anti-Bias Curriculum in Early Childhood Classrooms	ED 351 146	PS
Infant Child Care	ED 333 963	PS
Infant Day Care: The Critical Issues	ED 301 362	PS
Integrate, Don't Isolate! - Computers in the Early Childhood Curriculum	ED 376 991	PS
Integrated Curriculum in the Middle School	ED 351 095	PS
Integrating Children with Disabilities into Preschool	ED 369 581	PS
Internet and Early Childhood Educators: Some Frequently Asked Questions, The	ED 382 409	PS
Involving Parents in the Education of Their Children	ED 308 988	PS
Key Characteristics of Middle Level Schools	ED 401 050	PS
La Disciplina Positiva (Positive Discipline)	ED 380 237	PS

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	ED Number	CH
La Evaluación del Desarrollo de los Alumnos Preescolares (Assessing the Development of Preschoolers)	ED 380 239	PS
La Participacion de los Padres en los Programs preescolares (Hispanic Parent Involvement in Early Childhood Programs)	ED 397 993	PS
La Violencia y el Desarrollo de los Ninos (Violence and Young Children's Development)	ED 397 990	PS
Lasting Benefits of Preschool Programs	ED 365 478	PS
Latchkey Children	ED 290 575	PS
Latchkey Children and School-Age Child Care	ED 301 360	PS
Library Latchkey Children	ED 343 687	PS
Measuring Kindergartners' Social Competence	ED 327 314	PS
Microcomputers and Young Children	ED 327 295	PS
Mixed-Age Groups in Early Childhood Education	ED 308 990	PS
Montessori Programs in Public Schools	ED 348 165	PS
Multiple Perspectives on the Quality of Early Childhood Programs	ED 355 041	PS
Nature of Children's Play, The	ED 307 967	PS
Nongraded and Mixed-Age Grouping in Early Childhood Programs	ED 351 148	PS
Nutrition Programs for Children	ED 369 580	PS
On Standardized Testing	ED 338 445	PS
Only Child, The	ED 256 475	PS
Parent Education and Support Programs	ED 320 661	PS
Parent, Family, and Community Involvement in the Middle Grades	ED 387 273	PS
Parents and Schools	ED 269 137	PS
Peer Conflicts in the Classroom	ED 372 874	PS
Performance Assessment in Early Childhood Education: The Work Sampling System	ED 382 407	PS
Planning for Parent Participation in Schools for Young Children	ED 342 463	PS
Portfolio and Its Use: Developmentally Appropriate Assessment of Young Children, The	ED 351 150	PS
Positive Discipline	ED 327 271	PS
Praise in the Classroom	ED 313 108	PS
Preventing and Resolving Parent-Teacher Differences	ED 401 048	PS
Problem Solving in Early Childhood Classrooms	ED 355 040	PS
Project Approach, The	ED 368 509	PS
Protecting Children from Inappropriate Practices	ED 326 305	PS
Quality or Affordability: Trade-Offs for Early Childhood Programs?	ED 296 809	PS
Readiness for Kindergarten	ED 291 514	PS
Readiness: Children and Schools	ED 330 495	PS
Reggio Emilia: Some Lessons for U.S. Educators	ED 354 988	PS
Resource Rooms for Children: An Innovative Curricular Tool	ED 369 576	PS
Risks of Rewards, The	ED 376 990	PS
Role of Motivation in the Elementary School	ED 232 758	PS
Role of Parents in the Development of Peer Group Competence	ED 346 992	PS
School Readiness and Children's Developmental Status	ED 389 475	PS
Screening for School Entry	ED 281 607	PS
Self-Esteem and Narcissism: Implications for Practice	ED 358 973	PS
Shifting Kindergarten Curriculum, The	ED 293 630	PS
Shy Child, The	ED 295 741	PS
Staff "Burnout" in Child Care Settings	ED 327 296	PS
Supporting Girls in Early Adolescence	ED 386 331	PS
Teacher-Parent Partnerships	ED 351 149	PS
Teaching Early Childhood Educators and Other Adults How to Use Computers	ED 265 935	PS
Teaching with a Multicultural Perspective	ED 339 548	PS
Teaching Young Children about Native Americans.	ED 394 744	PS
Training Day Care Providers	ED 281 608	PS
Understanding and Facilitating Preschool Children's Peer Acceptance	ED 345 866	PS
Using Federal Funds To Improve Child Care	ED 365 468	PS
Video Games and Children	ED 365 477	PS
Violence and Young Children's Development	ED 369 578	PS
Violence in Sports	ED 316 547	PS
What Should Young Children Be Learning?	ED 290 554	PS
What's Happening to American Families?	ED 330 496	PS
Working with Perfectionist Students	ED 400 124	PS

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ERIC Digests (by Clearinghouse)

	ED Number	(CH)
Working with Working Families	ED 326 324	PS
Young Children's Oral Language Development	ED 301 361	PS
Young Children's Social Development: A Checklist	ED 356 100	PS

RC

	ED Number	(CH)
Academic Effectiveness of Small-Scale Schooling (An Update)	ED 372 897	RC
Achievement Trends for Rural Students	No ED#	RC
Adult Literacy Programs in Rural Areas	ED 321 966	RC
Advantages of Small Schools, The	ED 265 988	RC
Affective and Social Benefits of Small-Scale Schooling	ED 401 088	RC
Alternative Funding Sources for Migrant Education	ED 260 872	RC
American Indian/Alaskan Native Learning Styles: Research and Practice:	ED 335 175	RC
American Indian Children's Literature: An Update	ED 259 871	RC
American Indian Education: A Quick Look at ERIC	No ED#	RC
American Indians and Alaska Natives in Higher Education: Research on Participation and Graduation	ED 348 197	RC
Approaching Evaluation in Small Schools	ED 296 816	RC
Assessment for American Indian and Alaska Native Learners	ED 385 424	RC
Best of Both Worlds: Utilizing the School and the Home for Early Childhood Education in Rural Areas	No ED#	RC
Bilingual Special Education is Appropriate for Mexican American Children with Mildly Handicapping Conditions	ED 293 679	RC
Bilingualism and the Academic Performance of Mexican American Children: The Evolving Debate	ED 321 963	RC
Blueprints for Indian Education: Improving Mainstream Schooling	ED 372 898	RC
Blueprints for Indian Education: Languages and Cultures	ED 372 899	RC
Blueprints for Indian Education: Research and Development Needs for the 1990s	ED 357 908	RC
Brief History of Bilingual Education in Spanish, A,	ED 308 055	RC
Building Academically Strong Gifted Programs in Rural Schools	ED 308 060	RC
Capital Outlay: A Critical Concern in Rural Education	ED 319 583	RC
Career Education Counseling for Migrant Students	ED 273 397	RC
Career Education for a Global Economy	ED 355 457	RC
Case Method of Teacher Education: Alaskan Models, The	ED 321 965	RC
Changes in American Indian Education: A Historical Retrospective for Educators in the U.S.	ED 314 228	RC
Changing Schools through Experiential Education	ED 345 929	RC
Charting New Maps: Multicultural Education in Rural Schools	ED 348 196	RC
Chicanos and Politics	No ED#	RC
Classroom Strategies for Teaching Migrant Children About Child Abuse	ED 293 681	RC
Comprehensive Planning: Guidance for Educators of American Indian and Alaska Native Students	ED 400 145	RC
Countering Prejudice Against American Indians and Alaska Natives Through Antibias Curriculum and Instruction	ED 400 146	RC
Cultivating Resilience: An Overview for Rural Educators and Parents	ED 372 904	RC
Current Condition of Native Americans, The	ED 348 202	RC
Curriculum Adequacy and Quality in High Schools Enrolling Fewer Than 400 Pupils (9-12)	ED 401 090	RC
Demographic Trends of the Mexican-American Population: Implications for Schools	ED 321 961	RC
Developing Supplemental Funding: Initiatives for Rural and Small Schools	ED 357 910	RC
Directory of Organizations and Programs in Mexican American Education, A	ED 280 648	RC
Directory of Organizations and Programs in Migrant Education, A	ED 279 483	RC
Directory of Organizations and Programs in Rural Education, A	ED 273 423	RC
Drop-Out Rates among American Indian and Alaska Native Students: Beyond Cultural Discontinuity	ED 388 492	RC
Economic Support for Education in Rural School Districts	ED 308 059	RC
Educational Testing for Migrant Students	ED 287 654	RC
Efficient Financial Management in Rural Schools: Common Problems and Solutions from the Field	ED 335 206	RC
Emerging Role of Tribal College Libraries in Indian Education, The	ED 348 199	RC
Energy Conservation in Small Schools	ED 261 818	RC
ERIC Information Resources on Outdoor Education and the Handicapped	No ED#	RC
ERIC: Outdoor Education Resources	No ED#	RC
Establishing an Outdoor Education Organization	ED 286 701	RC
Establishing Partnerships Between the Business Community and Rural Schools	ED 287 650	RC

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Excellence in Rural Education: "A Nation at Risk" Revisited	ED 261 819	RC
Experiential Learning of Mathematics: Using Manipulatives	ED 321 967	RC
Exploring Alternatives to Consolidation	ED 296 817	RC
Facilitating Certification and Professional Development for Small Schools	ED 260 884	RC
Facilitating Postsecondary Outcomes for Mexican Americans	ED 372 903	RC
Family Lives and Parental Involvement in Migrant Students' Education	ED 335 174	RC
Fighting Alcohol and Substance Abuse Among American Indian and Alaskan Native Youth	ED 335 207	RC
Finding and Keeping Teachers: Strategies for Small Schools	ED 259 875	RC
Forging Partnerships between Mexican American Parents and the Schools	ED 388 489	RC
Funding Rural, Small Schools: Strategies at the Statehouse	ED 335 205	RC
Health Problems Among Migrant Farmworkers' Children in the U.S.	ED 357 907	RC
Hispanic and Anglo Students' Misconceptions in Mathematics	ED 313 192	RC
Hispanic Culture and Literature: An Overview	ED 288 667	RC
Hispanics in Higher Education: Trends in Participation	ED 357 911	RC
Hispanics in Math and Science: Attracting Student Teachers and Retraining Experienced Teachers	ED 260 870	RC
Identifying Gifted and Talented American Indian Students: An Overview	ED 296 810	RC
Impact of Rural Industries on the Outcomes of Schooling in Rural America	ED 308 058	RC
Improving Evaluation in Experiential Education	ED 376 998	RC
Improving the Science and Mathematics Achievement of Mexican American		
Instructional Strategies for Migrant Students	ED 388 491	RC
Integrated Services: A Summary for Rural Educators	ED 357 906	RC
Integrating Mexican-American History and Culture into the Social Studies Classroom	ED 348 200	RC
Interactive Distance Learning Technologies for Rural and Small Schools: A Resource Guide	ED 286 698	RC
Library Services for Mexican Americans: Problems and Solutions	No ED#	RC
Literacy Education for Adult Migrant Farmworkers (August 1992)	No ED#	RC
Making Education Work for Mexican-Americans: Promising Community Practices	ED 319 580	RC
Mexican American Special Education	ED 287 656	RC
Mexican American Women: Schooling, Work, and Family	ED 388 490	RC
Mexican Americans In Higher Education	No ED#	RC
Mexican Immigrants in High Schools: Meeting Their Needs	ED 357 905	RC
Middle Level Education in Rural America	ED 385 426	RC
Migrant Education: A Quick Look at ERIC	ED 259 872	RC
Migrant Farmworkers and their Children	ED 376 997	RC
Migrant Parents Can Evaluate Education	No ED#	RC
Migrant Student Record Transfer System (MSRTS): An Update, The	ED 357 909	RC
Migrant Student Record Transfer System: What Is It and Who Uses It?	ED 286 700	RC
Migrant Students at the Secondary Level: Issues and Opportunities for Change	ED 296 814	RC
Migrant Students Who Leave School Early: Strategies for Retrieval	ED 335 179	RC
Motivating American Indian Students in Science and Math	ED 296 812	RC
Motivating American Indians into Graduate Studies	ED 286 703	RC
Motivating the Mexican American Student	ED 287 657	RC
Multi-Cultural Education and Mexican Americans	No ED#	RC
National Data for Studying Rural Education: Elementary and Secondary Education Applications	ED 383 518	RC
Nontraditional Education in Rural Districts	ED 308 054	RC
Ongoing Dilemmas of School Size: A Short Story	ED 401 089	RC
Out of the Fields and Into Computers	ED 259 873	RC
Outdoor Centers and Camps: A "Natural" Location for Youth Leadership Development	ED 296 811	RC
Outdoor Education Activities for Elementary School Students	ED 260 873	RC
Outdoor Education and Troubled Youth	ED 385 425	RC
Outdoor Education for Behavior Disordered Students	ED 261 811	RC
Outdoor Education: A Directory of Organizations and Activities	No ED#	RC
Outdoor Education: Definition and Philosophy	ED 267 941	RC
Outdoor Programs for Gifted Children	No ED#	RC
Parent Involvement and Migrant Education	No ED#	RC
Parents' Role and Responsibilities in Indian Education	No ED#	RC
Perspectives on Rural Child Care	RC 020 896	RC
Planning a Class Camping Trip	ED 260 883	RC
Planning Staff Development Programs for Rural Teachers	ED 260 874	RC
Preparing Rural Students for an Urban Environment	ED 296 818	RC

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Preservice/Inservice Training Options for Rural School Personnel	ED 232 797	RC
Proficiency-Oriented Foreign Language in the Small High School	ED 308 061	RC
Public School Administration on Indian Reservations	ED 260 869	RC
Reading Achievement in Rural Areas	No ED#	RC
Reading Skills Development of Hispanic Students in American Public Schools: Some Specific Strategies	ED 286 705	RC
Reauthorized Migrant Education Program: Old Themes and New	ED 380 267	RC
Recent Trends in Rural Poverty: A Summary for Educators	ED 335 180	RC
Recommended Competencies for Outdoor Educators	ED 391 624	RC
Relationship of State Departments of Education with Rural Schools	ED 232 796	RC
Role of Rural Schools in Rural Community Development, The	ED 384 479	RC
Rural Options for Gifted Education	ED 284 716	RC
Rural Philosophy for Education: Wendell Berry's Tradition	ED 345 930	RC
Rural School Consolidation and Student Learning.	ED 384 484	RC
Rural Student Achievement: Elements for Consideration	ED 289 658	RC
Rural—A Concept Beyond Definition?	ED 296 820	RC
School Completion 2000: Dropout Rates and Their Implications for Meeting the National Goal	ED 335 177	RC
Shared Services for Rural and Small Schools	ED 259 874	RC
Small Catholic Elementary Schools: An Endangered Species?	ED 296 815	RC
Small Scale and School Culture: The Experience of Private Schools	ED 376 996	RC
Small School Principal and School-Community Relations, The	ED 232 798	RC
Small Schools: An International Overview	ED 317 332	RC
Special Education in Rural Areas: The Problems...and Some Solutions	No ED#	RC
Standardized Testing of American Indian Students	ED 296 813	RC
Students Through Culturally Relevant Science	ED 296 819	RC
Successful Instructional Practices for Small Schools	ED 326 352	RC
Supporting Emergent Literacy Among Young American Indian Students	ED 319 581	RC
Teaching and Learning in the Multigrade Classroom: Student Performance and Instructional Routines	ED 335 178	RC
Teaching K-6 Science in Small Schools of a Financial Shoestring	ED 287 641	RC
Teaching the Abused Migrant Child; What's a Teacher to Do	ED 293 680	RC
Thinking in Outdoor Inquiry	ED 348 198	RC
Touching the Past, Enroute to the Future: Cultural Journalism in the Curriculum of Rural Schools	ED 308 057	RC
Trends and Options in the Reorganization or Closure of Small or Rural Schools and Districts	ED 321 964	RC
Unbiased Teaching about American Indians and Alaska Natives in Elementary Schools	ED 321 968	RC
Undocumented Children in the Schools: Successful Strategies and Policies	ED 321 962	RC
Undocumented Children: An Ongoing Issue for the Public Education System	ED 260 871	RC
Use of the Spanish Language in the United States: Trends, Challenges, and Opportunities	ED 335 176	RC
Using Literature by American Indians and Alaska Natives in Secondary Schools	ED 348 201	RC
Using Technology to Improve the Curriculum of Small Rural Schools	ED 308 056	RC
Utilizing Available Resources at the Local Level	ED 286 702	RC
What are the Goals for School-Community Relations?	No ED#	RC
What Can I Become: Educational Aspirations of Students in Rural America	ED 345 931	RC
What Is the Effect of Small-Scale Schooling on Student Achievement?	ED 308 062	RC
Why Bilingual Education	RC 020 895	RC

SE

Accountability in Mathematics Education	ED 319 628	SE
Achievement in Mathematics Education (#1) (1984)	ED 260 890	SE
Achievement in Mathematics Education (Information Bulletin #2) (1984)	ED 260 892	SE
Achievement in Science, 1983	No ED#	SE
African Americans in Science: Books for Young Readers	ED 382 455	SE
Alternatives to Animal Dissection in School Science Classes	SE 058 901	SE
Approaching Standards for Mathematics Assessment	ED 359 069	SE
Assessing Student Performance in Science	ED 359 068	SE
Attitude Research in Science Education	ED 259 941	SE

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	ED Number	CH
Biotechnology Education and the Internet	SE 058 897	SE
Books to Help Teachers Achieve Science Literacy	SE 058 898	SE
Certification of Teachers of Mathematics	No ED#	SE
Cognitive Learning in the Environment: Elementary Students	ED 287 684	SE
Cognitive Learning in the Environment: Secondary Students	ED 286 756	SE
Communicating the Next Message of Reform through the Professional Standards for Teaching Mathematics	ED 335 238	SE
Computer Networks for Science Teachers	ED 359 044	SE
Computers and Assessment in Science Education	ED 395 770	SE
Current Projects and Activities in K-12 Science Education Curriculum Development	ED 324 194	SE
Current Reform Efforts in Mathematics Education	ED 372 969	SE
Current Research in Environmental Education	ED 274 557	SE
Curriculum and Evaluation Standards for Mathematics Education	ED 319 630	SE
Curriculum Change in Secondary School Mathematics	No ED#	SE
Doing Mathematics With Your Child	ED 372 967	SE
Doing Science With Your Children	ED 372 952	SE
Earth Systems Education	ED 359 049	SE
Education-Business Partnerships: Scientific Work Experience Programs	ED 359 045	SE
Effects of Homogeneous Groupings in Mathematics, The	ED 359 065	SE
Environmental Education for a Sustainable Future	ED 320 765	SE
Environmental Education for Adult Learners	ED 335 239	SE
Environmental Education Program Evaluation	No ED#	SE
Environmental Education Resources on the World Wide Web	SE 058 991	SE
Environmental Education that Makes a Difference-Knowledge to Behavior Changes	ED 320 761	SE
Environmental Literacy	ED 351 201	SE
Environmental Studies and Environmental Careers	ED 359 064	SE
Females and Mathematics	No ED#	SE
Field Instruction in School Settings	ED 259 935	SE
Finding Funding for Environmental Education Efforts	ED 359 067	SE
Fruit Bats, Cats, and Naked Mole Rates: Lifelong Learning at the Zoo	ED 372 966	SE
Global Issues and Environmental Education	ED 359 051	SE
Helping Low-Achieving Students in Mathematics	No ED#	SE
Impact of Educational Reform on Science Education, The	ED 320 764	SE
Instruction in Awareness of Environmental Issues	ED 259 940	SE
Interdisciplinary Environmental Education	No ED#	SE
Learning About Tasks Computers Can Perform	ED 380 280	SE
Learning Activities for Environmental Education	No ED#	SE
Learning in The Environment	No ED#	SE
Learning of Mathematics, The	ED 265 050	SE
Linking Environmental Education with Environmental and Health Hazards in the Home	ED 320 760	SE
Locating the "E" in S/T/S	No ED#	SE
Look at National and International Environmental Education Conferences, A	No ED#	SE
Making Mathematical Connections in High School	ED 380 310	SE
Making Mathematical Connections in Middle School	ED 380 309	SE
Making Mathematical Connections in the Early Grades	ED 380 308	SE
Marine and Aquatic Education	No ED#	SE
Mathematics Education Resources on the World Wide Web	SE 058 990	SE
Mathematics Learning in the Elementary School	ED 294 719	SE
Mathematics Learning in the Secondary School	ED 297 935	SE
Mathematics Teacher Supply and Demand	No ED#	SE
Meeting National Goals for 2000 and Beyond in Mathematics Education	ED 335 210	SE
Meeting National Goals for 2000 and Beyond in Science Education	No ED#	SE
Meta-Analysis Research on Science Instruction	ED 259 939	SE
Microcomputers and Mathematics Instruction	No ED#	SE
Microcomputers and Science Teaching	No ED#	SE
Microcomputers in Educational Settings: Data for Searches	No ED#	SE
Microcomputers in the Science Classroom	ED 309 050	SE
Multicultural Mathematics and Science: Effective K-12 Practices for Equity	SE 058 066	SE
Multicultural Mathematics: A More Inclusive Mathematics	ED 380 295	SE
National Standards and Benchmarks in Science Education: A Primer	SE 058 913	SE

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	ED Number	(CH)
Overview of Research: Computers in Mathematics Education K-12, An	ED 276 629	SE
Population Education	No ED#	SE
Problem of Problem Solving	No ED#	SE
Procedures to Increase the Entry of Women in Science-Related Careers	ED 321 977	SE
Procedures To Increase the Entry of Women in Mathematics-Related Careers	ED 324 195	SE
Promoting a Concern for the Environment	ED 351 206	SE
Recent Developments in College Level Environmental Studies Courses and Programs	ED 319 629	SE
Recent Developments in College Science Programs and Courses	ED 320 758	SE
Recent Research on Mathematics Instruction	ED 266 019	SE
Research in College Science Teaching: Cognitive Levels as Reasoning	ED 274 512	SE
Research Related to Instructional Materials for Science	ED 265 013	SE
Resources for Educational Materials Related to Environmental Education K-12	ED 321 976	SE
Resources for Educational Materials Related to Science Education K-12	ED 321 972	SE
Review of the Literature on Blacks and Mathematics, A	ED 260 945	SE
Review of "Research Within Reach: Science Education", A	ED 259 938	SE
Role of Calculus in College Mathematics, The	ED 321 970	SE
Role of Review in Mathematics Instruction	ED 260 891	SE
Role of the Laboratory in Science Teaching, The	No ED#	SE
S in "Back to the Basics" Stands for Science, The	No ED#	SE
Safety Hazards in Science Classrooms	ED 274 556	SE
Science Education: United States and Elsewhere School Students	No ED#	SE
Science Misconceptions Research and Some Implications for the Teaching of Science to Elementary School Students	ED 282 776	SE
Science Teacher Supply and Demand	No ED#	SE
Science-Technology Society in the Science Curriculum	ED 274 513	SE
Second IEA Science Study: Data Related to Precollege Science in the U.S.A., The	ED 309 048	SE
Secondary School Students' Comprehension of Science Concepts: Some Findings from Misconception Research	ED 286 757	SE
Selected Procedures for Improving the Science Curriculum	ED 325 303	SE
Simulation Activities for Environmental Education	No ED#	SE
Some Implications for Science Education from National Report	ED 259 937	SE
Sources of Information about Promising and Exemplary Programs and Materials for Elementary School Science	ED 320 762	SE
Sources of Information about Promising and Exemplary Programs and Materials for Elementary School Mathematics	ED 321 973	SE
Sources of Information about Promising and Exemplary Programs and Materials for Elementary and Secondary Environmental Education	ED 321 975	SE
Sources of Information about Promising and Exemplary Programs and Materials for Secondary School Mathematics	ED 321 974	SE
Sources of Information about Promising and Exemplary Programs and Materials for Secondary School Science	ED 320 763	SE
Sources of Information about Science Activities for Special Students	No ED#	SE
Sources of Information on Science Careers	No ED#	SE
Starting Early: Environmental Education During the Early Childhood Years	SE 058 067	SE
State Education Agencies and Environmental Education	No ED#	SE
Students at Risk in Mathematics: Implications for Elementary Schools	ED 321 971	SE
Studying the Future Through Environmental Education	ED 259 936	SE
"TBILISI + 10" International Congress: Background, The ED 277 543SE		
Teaching About Hazardous Materials	ED 265 075	SE
Teaching Controversial Issues in the Science Classroom: Creationism vs. Evolution	No ED#	SE
Teaching Critical Thinking through Environmental Education	ED 324 193	SE
Teaching Desirable Environmental Ethics and Action Through School Activities	ED 324 192	SE
Teaching Environmental Education Using Out-of-School Settings and Mass Media	ED 320 759	SE
Teaching Evolution in School Science Class	SE 058 163	SE
Teaching Problem Solving—Secondary School Science	ED 309 049	SE
Teaching Science in the Field	SE 058 899	SE
Teaching Science Through Inquiry	ED 359 048	SE
Update on Microcomputers and Mathematics Instruction	No ED#	SE
Using Computers for Environmental Education	ED 260 907	SE
Using Manipulative Materials to Learn Mathematics	No ED#	SE
Using the Child's Environment to Teach at Home and School	ED 372 968	SE

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SO

	ED Number	CH
Academic Freedom in the Public Schools	ED 253 458	SO
Achievement of Goal Three of the Six National Education Goals	ED 360 221	SO
Achievement of Knowledge by High School Students in Core Subjects of the Social Studies	ED 329 486	SO
Achieving History Standards in Elementary Schools	ED 373 020	SO
Active Learning	ED 253 468	SO
Aesthetics in Art Education: A Look Toward Implementation	ED 329 491	SO
African Social Studies Program: An Effort to Improve Curriculum and Instruction Across 17 African Nations, The	ED 291 665	SO
Alternative Assessment: Implications for Social Studies	ED 360 219	SO
Art Education in the Social Studies	ED 393 787	SO
At Issue: Free Enterprise Education	ED 253 462	SO
Behind "A Nation at Risk": Papers on the National Commission on Excellence in Education	ED 253 460	SO
Children's Fiction as a Source for Social Studies Skill-Building	ED 285 797	SO
Civic Education for Constitutional Democracy: An International Perspective	ED 390 781	SO
Civic Education for Democracy in Latvia: The Program of the Democracy Advancement Center	SO 026 938	SO
Civic Education for Global Understanding	ED 370 882	SO
Civic Education in Schools	ED 301 531	SO
Civic Education Through Service Learning	ED 390 720	SO
Commemorating the Bicentennial of the U.S. Constitution	ED 272 431	SO
Community Service and Civic Education	ED 309 135	SO
Community Study	ED 268 065	SO
Computer Databases: Applications for the Social Studies	ED 264 167	SO
Computers in Social Studies Classrooms	ED 296 950	SO
Connections Between Language Education and Civic Education	ED 348 318	SO
Contribution of Documentation to the Quality of Early Childhood Education	ED 393 608	SO
Controversial Issues in the Classroom	ED 327 453	SO
Controversial Issues: Concerns for Policymakers	ED 253 465	SO
Cooperative Learning in Social Studies Education: What Does the Research Say?	ED 264 162	SO
Core Ideas of CIVITAS: A Framework for Civic Education, The	ED 346 016	SO
Core Ideas of Lessons from History: Essential Understandings and Historical Perspectives Students Should Acquire, The	ED 363 527	SO
Critical Thinking in the Social Studies	ED 272 432	SO
Daily Life in Japanese High Schools	SO 027 364	SO
Economics in the Curriculum	ED 296 949	SO
Educating ESL Students for Citizenship in a Democratic Society	ED 377 138	SO
Education on the U.S. Constitution	ED 285 801	SO
Essential Elements of Cooperative Learning in the Classroom, The	ED 370 881	SO
Essentials of Law-Related Education	ED 390 799	SO
Finding What You Need in ERIC	ED 253 459	SO
Geography in History: A Necessary Connection in the School Curriculum	ED 360 220	SO
Growing Role of Japan in International Politics and Economics, The	ED 365 562	SO/JS
Heritage Education in the Social Studies	ED 300 336	SO
High School Government Textbooks	ED 301 532	SO
How to Plan and Implement Successful Social Studies Inservice Programs	ED 274 611	SO
Ideas for Integrating Japan into the Curriculum	ED 377 121	SO
Implementing Effective LRE Programs	ED 233 928	SO
Improvement in Geography Education	ED 264 164	SO
Improving the Use of Elementary Social Studies Textbooks	ED 274 582	SO
Improving Writing Skills Through Social Studies	ED 285 829	SO
Integrating Writing and Social Studies, K-6	ED 232 902	SO
Japan's Relations With its Asian Neighbors	ED 365 564	SO/JS
Japanese Education	ED 359 086	SO/JS
Japanese-U.S. Economic Relations	ED 365 563	SO/JS
Labor Studies in the Curriculum	ED 309 132	SO

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ERIC Digests (by Clearinghouse)

	ED Number	(CH)
Latin American Studies	ED 264 161	SO
Law Magnet Programs	SO 027 362	SO
Law-Related Education in Elementary and Secondary Schools	ED 296 948	SO
Leadership	ED 268 063	SO
Leadership in Civic Education	ED 351 270	SO
Library Censorship	ED 264 165	SO
Linking Law-Related Education To Reducing Violence By and Against Youth	ED 387 431	SO
Mediation in the Schools	ED 378 108	SO
Microcomputer Software and the Social Studies	ED 232 913	SO
National Geography Content Standards, The	ED 381 480	SO
National Security in the Curriculum	ED 307 222	SO
National Standards for Civics and Government	ED 380 401	SO
Nature of Economic Literacy	ED 284 823	SO
Nature of Geographic Literacy, The	ED 277 601	SO
Oral History in the Teaching of U.S. History	ED 393 781	SO
Peace and Nuclear War	ED 264 163	SO
Post-Modernism, Art Educators, and Art Education	ED 348 328	SO
Recent Trends in Global/International Education	ED 373 021	SO
Religion in the Social Studies Curriculum	ED 363 553	SO
Remember Our Faces—Teaching About the Holocaust	ED 345 990	SO
Remember the Ladies—Women in the Curriculum	ED 319 652	SO
Resources for Teaching Art From a Multicultural Point of View	ED 350 250	SO
Saving Money on Printing and Reproduction	ED 233 924	SO
Science/Technology/Society in the Social Studies	ED 298 073	SO
Science-Related Social Issues: Challenges for the Social Studies	ED 253 467	SO
Sex Equity in Computer Education: Concerns for Social Studies	ED 253 466	SO
Social Studies and a "Nation at Risk", The	ED 253 464	SO
Social Studies and the Disabled Reader	ED 322 080	SO
Social Studies Curriculum Reform Reports	ED 322 021	SO
Social Studies for the 21st Century: Recommendations of the National Commission on Social Studies in the Schools	ED 329 484	SO
Social Studies Research: Theory Into Practice	ED 268 064	SO
Strengthening High School World Studies Courses	ED 264 166	SO
Student Achievement in Core Subjects of the School Curriculum	ED 332 930	SO
Teacher and Academic Freedom, The	ED 233 925	SO
Teaching about Vietnam and the Vietnam War	SO 027 215	SO
Teaching About Africa (1986)	ED 278 602	SO
Teaching About Africa (1996)	ED 393 790	SO
Teaching About Australia	ED 319 651	SO
Teaching About Canada	ED 291 666	SO
Teaching About China	ED 327 454	SO
Teaching About Conflict and Crisis in the Former Yugoslavia: The Case of Bosnia-Hercegovina	ED 377 139	SO
Teaching About Controversial Issues	ED 253 461	SO
Teaching About Ethnic Diversity	ED 273 539	SO
Teaching About Global Issues	ED 233 926	SO
Teaching About India	ED 304 397	SO
Teaching About Inner Asia	ED 305 325	SO
Teaching About Japan	ED 282 796	SO
Teaching About Landmark Dissents in United States Supreme Court Cases	ED 379 205	SO
Teaching About Religion in the Social Studies	ED 298 072	SO
Teaching About the Built Environment	ED 322 022	SO
Teaching About the Constitutional Rights of Students	ED 348 320	SO
Teaching About the Fourth Amendment's Protection Against Unreasonable Searches and Seizures	ED 363 526	SO
Teaching About the Pacific Rim	ED 296 913	SO
Teaching About the Soviet Union	ED 286 818	SO
Teaching About the Two Koreas	ED 339 672	SO
Teaching About the United States Constitution	ED 253 463	SO
Teaching About the Voyages of Columbus	ED 348 317	SO
Teaching About Western Europe	ED 322 023	SO

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	ED Number	CH
Teaching and Learning Economics	ED 304 396	SO
Teaching Art From a Global Perspective	ED 329 490	SO
Teaching Democracy in East Central Europe: The Case of Poland	ED 377 120	SO
Teaching Foreign Policy in the Post-Cold War Era	ED 363 569	SO
Teaching Geography at School and Home	ED 335 284	SO
Teaching Geography in the Elementary School	ED 309 133	SO
Teaching History in the Elementary School	ED 293 784	SO
Teaching the 20th-Century History of the United States	ED 335 283	SO
Teaching the Bill of Rights	ED 298 076	SO
Teaching the Federalist Papers	ED 292 740	SO
Teaching the Law Using United States Supreme Court Cases	ED 339 673	SO
Teaching the Responsibilities of Citizenship	ED 332 929	SO
Teaching with Historic Places	ED 363 568	SO
Trends in K-12 Social Studies	ED 351 278	SO
Using Data Bases in Social Studies	ED 233 927	SO
Using Literature to Teach Geography in High Schools	ED 393 786	SO
Using "Think-Time" and "Wait-Time" Skillfully in the Classroom	ED 370 885	SO
We the People... The Citizen and the Constitution	EA 928 072	SO
World History in the Secondary School Curriculum	ED 309 134	SO
World War II in the Curriculum	ED 348 319	SO

SP

Accreditation	ED 273 608	SP
Adolescents and AIDS	ED 319 742	SP
Aerobic Dance and Exercise Program	No ED#	SP
Agony and Ecstasy of Writing, The: Tips for the Teacher-Author	No ED#	SP
AIDS: Are Children at Risk?	ED 279 643	SP
Alternative Career Paths in Physical Education: Fitness and Exercise	ED 351 320	SP
Alternative Career Paths in Physical Education: Sport Management	ED 362 505	SP
Alternative Certification for Teachers	ED 266 137	SP
Alternative Teacher Certification—An Update	ED 351 312	SP
Assessment for National Teacher Certification	ED 316 545	SP
Assessment Tools for Adapted and Regular Physical Education	ED 297 001	SP
Careers in Commercial and Private Recreation	ED 248 238	SP
Case for Physical Education, The	ED 248 240	SP
Cases, Case Methods, and the Professional Development of Educators	ED 401 272	SP
Childhood Obesity	ED 328 556	SP
Classroom Teacher as Teacher Educator	ED 335 297	SP
Coaching Certification	ED 310 112	SP
Competency Assessment in Teacher Education (August 1981)	No ED#	SP
Competency Assessment in Teacher Education (June 1984)	No ED#	SP
Components of Good Teacher Induction Programs	ED 269 407	SP
Comprehensive School Health Education	ED 351 335	SP
Considerations in Teaching Culturally Diverse Children	ED 341 648	SP
Contemporary Censorship	No ED#	SP
Critical Thinking Skills and Teacher Education	ED 297 003	SP
Culturally Responsive Curriculum	ED 370 936	SP
Current Developments in Teacher Induction Programs	ED 269 406	SP
Data Needs on Teacher Supply and Demand	ED 269 408	SP
Demand and Supply of Minority Teachers	ED 316 546	SP
Developing Teachers' Leadership Skills	ED 330 691	SP
Drug Abuse: Prevention Strategies for Schools	ED 279 644	SP
Drug and Alcohol Prevention Education	ED 330 675	SP
Effects of Corporate Involvement in Education, The	ED 248 242	SP

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	ED Number	(CH)
Emergency Teacher Certification	ED 248 244	SP
ERIC as a Resource for the Teacher Researcher	ED 381 530	SP
Ethics in Health, Physical Education, Recreation, and Dance	ED 342 775	SP
Evaluation of Student Teachers	ED 278 658	SP
Evaluation of Teachers, The	ED 278 657	SP
Exercise Adherence	ED 330 676	SP
Health Education: Classroom and Program Resources	No ED#	SP
HIV/AIDS Education in Teacher Preparation Programs	SP 037 124	SP
How Do Teachers Communicate?	ED 297 002	SP
Importance of [ERIC] for Health and Physical Education Teacher Candidates, The	ED 277 654	SP
Importance of [ERIC] for Teacher Candidates	ED 277 655	SP
Influence of Reform on Inservice Teacher Education, The	ED 322 147	SP
Infusing Technology into Preservice Teacher Education	ED 389 699	SP
Institutionalization of Planned Change in Schools, The	No ED#	SP
Integrated Services: New Roles for Schools, New Challenges for Teacher Education	ED 355 197	SP
Knowledge Base for Teaching, The	ED 330 677	SP
Least Restrictive Environments: Teaching Children About Diversity (November 1980)	No ED#	SP
Locating Practice-Oriented Materials in ERIC	ED 331 827	SP
Locating Resources on Professional Development Schools	ED 398 216	SP
Making the Grade: Teacher Education's Role in Achieving the National Education Goals	ED 358 069	SP
Making Time for Teacher Professional Development	ED 400 259	SP
Merit Pay	No ED#	SP
Misassignment of Teachers in the Public Schools	ED 279 634	SP
Model Programs for Middle School Teacher Preparation	ED 338 593	SP
National Board for Professional Teaching Standards	ED 304 444	SP
National Board for Professional Teaching Standards—Update	ED 351 336	SP
National Commission on Excellence in Teacher Education: Commissioned Papers from the Regional Hearings	ED 256 725	SP
National Standards for School Health Education	ED 387 483	SP
Nature of Professional Development Schools, The	ED 316 548	SP
New to the Ranks: Moving from the Military into Teaching	ED 370 937	SP
Peer-Tutoring: Toward a New Model	ED 362 506	SP
Physical Education Curriculum Resources	No ED#	SP
Practical Suggestions for Teaching Global Education	ED 395 924	SP
Prekindergarten Teacher Licensure	ED 330 674	SP
Preparation of Middle School Teachers	ED 335 356	SP
Preparing Teachers for Conflict Resolution in the Schools	ED 387 456	SP
Professional Development Schools and Educational Reform: Concepts and Concerns	ED 335 357	SP
Professional Standards Development: Teacher Involvement	ED 383 693	SP
Professional Teacher Development and the Reform Agenda	ED 383 694	SP
Professionalizing Teaching: Is There a Role for Professional Development Schools?	ED 347 153	SP
Promoting ERIC Among Classroom Teachers	No ED#	SP
Promoting Gender Equity in Middle and Secondary School Sports Programs	ED 367 660	SP
Quality of Students in Teacher Education, The	No ED#	SP
Reconceptualizing Professional Teacher Development.	ED 383 695	SP
Role of the Community College in the Creation of a Multi-Ethnic Teaching Force, The	ED 317 542	SP
Safer Playgrounds for Young Children	ED 355 206	SP
School Health Education	ED 269 375	SP
Senior Citizens as School Volunteers: New Resources for the Future	ED 369 774	SP
So You Want to Be a Teacher (1987)	ED 282 860	SP
So You Want to Be a Teacher (1992)	ED 344 872	SP
Staff Development and Stages of a Teacher's Career	No ED#	SP
Status of Dance in Education	ED 348 368	SP
Successful ERIC Searching for HPRD Professionals and Students	ED 279 646	SP
Successful Minority Teacher Education Recruitment Programs	ED 318 738	SP
Supervision of Student Teachers	ED 344 873	SP
Supply and Demand of Teachers of Color	ED 390 875	SP
Teacher as Decision Maker, The (June 1983)	ED 248 239	SP
Teacher as Decision Maker, The (Update) (May 1984)	No ED#	SP
Teacher Centers and Higher Education	No ED#	SP

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	ED Number	CH
Teacher Certification	ED 277 685	SP
Teacher Education in Global and International Education	ED 384 601	SP
Teacher Educators: What Do We Know?	ED 279 642	SP
Teacher Mentoring	ED 271 477	SP
Teacher Mentoring, A Critical Review	ED 396 060	SP
Teacher Wellness Programs	No ED#	SP
Teacher-As-Researcher	ED 355 205	SP
Teaching as a Career and a Profession	No ED#	SP
Training and Recruiting Minority Teachers	No ED#	SP
Understanding Educational Block Grants	No ED#	SP
Urban Teacher Recruitment Programs (88-5)	No ED#	SP
Use of Computer-based Technology in Health, Physical Education, Recreation, and Dance	ED 390 874	SP
Wellness: A Balanced Lifestyle	ED 269 376	SP
What First-Year Teachers Need to Know	ED 248 243	SP
What's Ahead for Education in the '80s?	No ED#	SP
When Schools and Colleges Work Together	ED 316 544	SP

TM

Adversary Evaluation	No ED#	TM
Alternatives to Standardized Tests	ED 286 938	TM
Application of Case Study Evaluations, The	ED 338 706	TM
Assessing Civics Education	ED 338 698	TM
Assessing Experiential Learning	No ED#	TM
Assessing Language-Minority Students	ED 356 232	TM
Assessment & Evaluation on the Internet	ED 385 609	TM
Authentic Mathematics Assessment	ED 354 245	TM
Authentic Reading Assessment	ED 328 607	TM
Authentic Writing Assessment	ED 328 606	TM
Basic Item Analysis for Multiple-Choice Tests	ED 398 237	TM
Case Against a National Test, The	ED 338 703	TM
Case for Authentic Assessment, The	ED 328 611	TM
Case for Validity Generalization, The	ED 338 699	TM
Center for Research on Evaluation, Standards, and Student Testing (CRESST), The	ED 338 705	TM
Citing ERIC Materials	No ED#	TM
Coaching for Tests	ED 286 939	TM
Communicating Scholastic Success	ED 315 424	TM
Computer-Assisted Test Construction	No ED#	TM
Computerized Adaptive Testing	ED 286 940	TM
Computerized Adaptive Tests	ED 315 425	TM
Concept of Statistical Significance Testing, The	ED 366 654	TM
Constructing Classroom Achievement Tests	ED 315 426	TM
Cost of a National Examination	ED 385 611	TM
Current Issues in Research on Intelligence	ED 385 605	TM
Educational Measurement Productivity	No ED#	TM
ERIC/AE Test Locator Service, The.	ED 385 604	TM
Evaluating Criterion-Referenced Tests	ED 284 911	TM
Evaluating Workshop and Institutes	ED 315 427	TM
Evaluation of Gifted Programs	No ED#	TM
Explaining Test Results to Parents	ED 302 559	TM
Finding Information About Standardized Tests	ED 302 557	TM
Finding Information About Tests	ED 286 941	TM
Finding Non-Commercial Tests	ED 315 428	TM
Five Common Misuses of Tests	ED 315 429	TM
GED Testing Program, The	ED 314 430	TM

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Gender Bias and Fairness	ED 328 610	TM
Glossary of Measurement Terms	ED 315 430	TM
Goals 2000 and World-Class Standards on the Internet	ED 385 610	TM
Grading Students	ED 398 239	TM
Improving Teacher Evaluations	ED 315 431	TM
Improving the Quality of Student Notes	ED 366 645	TM
Improving Your Test-Taking Skills	ED 302 558	TM
Integrating Testing with Teaching	ED 315 432	TM
International Association for the Evaluation of Educational Achievement, The	ED 328 604	TM
Interpreting Test Scores for Compensatory Education	ED 314 428	TM
Issues in Test Bias	No ED#	TM
Item Bias Review	ED 398 241	TM
Legal Issues in Minimum Competency Testing	ED 286 942	TM
Legal Issues in Testing	ED 289 884	TM
Making the A: How To Study for Tests	ED 385 613	TM
Measurement Implications of "A Nation at Risk"	ED 286 943	TM
Measuring Aptitude	ED 328 608	TM
Measuring Teacher Attitudes Toward Mainstreaming	ED 289 885	TM
Meta-Analysis in Educational Research	ED 339 748	TM
Minimum Competency Testing	ED 284 910	TM
Minimum Competency Testing and the Handicapped	ED 289 886	TM
More Multiple-Choice Item Writing Do's and Don'ts	ED 298 238	TM
Museum Evaluation	No ED#	TM
National Assessment of Education Progress (NAEP)	ED 328 603	TM
National Assessments in Europe and Japan	ED 355 251	TM
National Research Center on Student Learning	ED 338 704	TM
Neurological Assessment in Schools	ED 328 609	TM
Open-Ended Questions in Reading	ED 355 253	TM
Organizations That Provide Test Information	No ED#	TM
Person-Fit Statistics: High Potential and Many Unanswered Questions	ED 355 249	TM
Precedent for Test Validation, A	ED 355 250	TM
Preparing Students to Take Standardized Achievement Tests	ED 314 427	TM
Program Evaluation Standards, The	ED 385 612	TM
Questions to Ask When Evaluating Tests	ED 385 607	TM
Reducing Errors Due to the Use of Judges	ED 355 254	TM
Resampling: A Marriage of Computers and Statistics	ED 355 252	TM
Secretary of Labor's Commission on Achieving Necessary Skills, The	ED 339 749	TM
State Testing of Teachers: A Summary of Current Practices	ED 302 556	TM
State Testing of Teachers: The 1989 Report	ED 315 433	TM
State Testing of Teachers: The 1990 Report	ED 328 605	TM
Steps in Designing an Indicator System	ED 338 700	TM
Strategies for Teaching Critical Thinking	ED 385 606	TM
Student Evaluation of Teacher Performance	ED 289 887	TM
Student Ratings Offer Useful Input to Teacher Evaluations	ED 398 240	TM
Talking to Your Child's Teacher About Standardized Tests	ED 315 434	TM
Talking to Your High School Students About Standardized Tests	ED 315 435	TM
Teacher Competency Testing	ED 286 944	TM
Teacher Portfolio Assessment	ED 385 608	TM
Testing the Handicapped	No ED#	TM
Trends in Integrating Teaching and Testing	ED 284 912	TM
Using Biodata as a Selection Instrument	ED 338 702	TM
Using Customized Standardized Tests	ED 314 429	TM
What Are Educational Indicators and Indicator Systems	ED 338 701	TM
Writing RFPs for Assessment Programs	ED 334 194	TM
Writing Multiple-Choice Test Items	ED 398 236	TM

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UD

	ED Number	CH
1983 Educational Reform Reports, The	ED 252 636	UD
Accountability Mechanisms in Big City School Systems	ED 334 311	UD
After-School Programs for Urban Youth	UD 031 386	UD
Alternative Schools—Some Answers and Questions	No ED#	UD
Anti-Bias and Conflict Resolution Curricula: Theory and Practice	ED 377 255	UD
Asian Americans and Pacific Islanders in Teaching	ED 379 386	UD
Assessing Bilingual Students for Placement and Instruction	ED 322 273	UD
Assessment and Placement of Language Minority Students, The	ED 357 131	UD
Beyond Culture: Communicating with Asian American Children and Families	ED 366 673	UD
Building A Successful Parent Center in an Urban School	ED 358 198	UD
Burnout in Schools and Other Human Service Institutions [Part of a Collection]	ED 209 407	UD
Can Performance-Based Assessments Improve Urban Schooling?	ED 327 612	UD
Career Academies: Educating Urban Students for Career Success	ED 355 311	UD
Changing Face of Racial Isolation and Desegregation in Urban Schools, The	ED 358 199	UD
Chapter 1 Schoolwide Projects: Advantages and Limitations	ED 363 668	UD
Closer Look at Children in Single-Parent Families, A	ED 254 587	UD
Communities and School Closings [Part of a Collection]	ED 209 407	UD
Compact Guides to Information on Urban and Minority Education [A collection of Digests]	ED 209 407	UD
Complying with Title IX Regulations [Part of a Collection]	ED 209 407	UD
Computers and Opportunities for Literacy Development	ED 311 120	UD
Conflict Resolution Programs in Schools	ED 338 791	UD
Cooperative Learning in the Urban Classroom	ED 273 717	UD
Counseling in a Multicultural Educational Setting	No ED#	UD
Creating Racial Integration in a Desegregated Magnet School	ED 269 518	UD
Curriculum and Instruction to Reduce Racial Conflict	ED 322 274	UD
Desegregation as an Equal Educational Opportunity Strategy for Hispanics	No ED#	UD
Determining the Effectiveness of Youth Programs	UD 031 451	UD
Developing Non-Biased Criteria for Mainstreaming Minority Students	No ED#	UD
Downsizing Schools in Big Cities	ED 393 958	UD
Educating Homeless Children	ED 308 276	UD
Education of Immigrant Children in New York City	UD 031 423	UD
Efficiency, Equity, and Local Control—School Finance in Texas	ED 357 130	UD
Enriching the Compensatory Education Curriculum for Disadvantaged Students	ED 319 876	UD
Equal Mathematics Education for Female Students	ED 344 977	UD
Gaining Control of Violence in the Schools: A View from the Field	ED 377 256	UD
Gangs in the Schools	ED 372 175	UD
Grade Retention: Making the Decision	ED 304 498	UD
Helping Hispanic Students to Complete High School and Enter College	ED 252 637	UD
Helping Minority Students with Nontraditional Skills Enter and Complete College	ED 234 104	UD
Helping Young Urban Parents Educate Themselves and Their Children	ED 355 314	UD
High School Graduates In Entry Level Jobs—What Do Employers Want?	ED 293 972	UD
High-Risk Secondary Student and Experiential, Competency-Based Education, The	No ED#	UD
Highly Mobile Students: Educational Problems and Possible Solutions	ED 338 745	UD
Hispanic Education in America: Separate and Unequal	ED 316 616	UD
Hispanic Preschool Education: An Important Opportunity	UD 031 328	UD
Hispanics and Employment	ED 234 102	UD
How to Make School Desegregation Work—Some Advice from the Research [Part of a Collection]	ED 209 407	UD
Immigrants and Their Educational Attainment: Some Facts and Findings	UD 031 422	UD
Impact of Vocational Education on Racial and Ethnic Minorities, The	ED 386 514	UD
Improving Chapter 1 Delivery	ED 292 940	UD
Improving Schooling to Reduce Teenage Pregnancy	ED 269 517	UD
Improving the Mathematical Skills of Low Achievers	ED 237 584	UD
Improving the School Experience for Gay, Lesbian, and Bisexual Students	ED 377 257	UD

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Improving the School-Home Connection for Low-Income Urban Parents	ED 293 973	UD
Improving Urban Education with Magnet Schools	ED 340 813	UD
Increasing Minority Participation in the Teaching Profession	ED 270 527	UD
Increasing Science Achievement for Disadvantaged Students	ED 253 623	UD
Increasing the School Involvement of Hispanic Parents	ED 350 380	UD
Instructionally Effective Schools [Part of a Collection]	ED 209 407	UD
Integrating Academic and Vocational Education: An Equitable Way to Prepare Middle Level Students for the Future	ED 354 283	UD
Issues in ESEA Title VII Bilingual Education	No ED#	UD
Keeping Track of At Risk Students	ED 285 961	UD
Linking Schools with Human Service Agencies	ED 319 877	UD
Making Schools More Responsive to At-Risk Students	ED 316 617	UD
Managing Youth Programs: A Critical Gap in the Research	ED 344 978	UD
Meeting the Educational Needs of Southeast Asian Children	ED 328 644	UD
Meeting the Goals of School Completion	ED 334 309	UD
Meeting Youth Needs with Community Programs	ED 356 291	UD
Mentoring of Disadvantaged Youth, The	ED 306 326	UD
Microcomputers: Equity and Quality in Education for Urban Disadvantaged Students	ED 242 801	UD
Middle School Education: The Critical Link in Dropout Prevention	ED 311 148	UD
Minority Groups and the Arts [Part of a Collection]	ED 209 407	UD
More Recent Literature on Urban and Minority Education	ED 306 328	UD
Multicultural Education in Elementary and Secondary Schools	ED 327 613	UD
Ninth Grade—A Precarious Time for the Potential Dropout, The	ED 284 922	UD
Opportunity to Learn Standards: Their Impact on Urban Students	ED 389 816	UD
Overcrowding in Urban Schools	ED 384 682	UD
Overview of Strategies to Reduce School Violence	UD 031 385	UD
Parent Participation and the Achievement of Disadvantaged Students	ED 259 040	UD
Peer Helping Relationships in Urban Schools	ED 289 949	UD
Promotion Policies in the Urban High School	ED 306 327	UD
Public School Choice: Issues and Concerns for Urban Educators	ED 322 275	UD
Raising Hispanic Achievement	ED 256 842	UD
Recent Literature on Urban and Minority Education	ED 311 136	UD
Reforming the Large Urban High School [Part of a Collection]	ED 209 407	UD
Refugee Resettlement and Integration: An Organization Guide [Part of a Collection]	ED 209 407	UD
Restructuring American Schools: The Promise and the Pitfalls	ED 314 546	UD
Retaining Good Teachers in Urban Schools	ED 341 762	UD
School Crime and Disruption [Part of a Collection]	ED 209 407	UD
School Dropouts: New Information About an Old Problem	ED 386 515	UD
School Learning and Corporation-School Alliances	ED 234 103	UD
School Programs and Practices for Homeless Students	ED 383 783	UD
School Programs for African American Males	ED 334 340	UD
School-College Alliances: Benefits for Low-Income Minorities	ED 308 277	UD
Second-Chance Opportunities for Hispanic Dropouts	ED 306 337	UD
Secondary School Ethos and the Academic Success of Urban Minority Students	ED 235 247	UD
Selecting the Focus of a Focus School	ED 377 271	UD
Social and Psychological Adjustment of Southeast Asian Refugees, The	ED 252 638	UD
Southeast Asian Adolescents: Identity and Adjustment	ED 306 329	UD
Strategies for Community Organizations: Asian American [Part of a Collection]	ED 209 407	UD
Successful Detracking in Middle and Senior High Schools	ED 351 426	UD
Summer School, Extended School Year, and Year-Round Schooling for Disadvantaged Students	ED 298 213	UD
Teacher Collaboration in Urban Secondary Schools	ED 363 676	UD
Teacher, Principal, and Parent Involvement in the Effective School	ED 292 941	UD
Teaching Beginning Reading to Dialect Speakers	ED 275 793	UD
Teaching Limited English Proficient Students to Understand and Use Mathematics	ED 334 310	UD
Teaching Science and Mathematics to At Risk Students	ED 289 948	UD
Teaching Science Effectively to Limited English Proficient Students	ED 357 113	UD
Teaching Writing to Linguistically Diverse Students	ED 275 792	UD
Technology as a Tool for Urban Classrooms	ED 368 809	UD
Teenage Pregnancy and Drug Abuse: Sources of Problem Behaviors	ED 316 615	UD
Urban Education Resources on the Internet	ED 384 681	UD

No ED# — Not selected for ERIC database when first prepared and no longer appropriate for database due to age or obsolescence.

CH# — In progress into the ERIC database under CH# when this list was prepared. Will have ED#. May be ordered by CH#.

	ED Number	CH
Urban Magnet Schools and Educational Excellence	ED 253 622	UD
Urban School/Community Collaborations: Making Them Work Well	ED 304 497	UD
Urban School Finance: The Quest for Equal Educational Opportunity	ED 311 147	UD
Urban School Restructuring and Teacher Burnout	ED 340 812	UD
Urban Teacher Recruitment Programs (#43)	ED 312 318	UD
Urban Teachers and Collaborative School-Linked Services	ED 371 108	UD
Urban Youth in Community Service: Becoming Part of the Solution	ED 351 425	UD
Varieties of Multicultural Education: An Introduction	ED 372 146	UD
Writing Instruction for Dialectally Different Youths	No ED#	UD
Year-Round Education: A Strategy for Overcrowded Schools	ED 378 267	UD

No ED# — Not selected for ERIC database when first prepared and no longer appropriate for database due to age or obsolescence.

CH# — In progress into the ERIC database under CH# when this list was prepared. Will have ED#. May be ordered by CH#.

ERIC Digest
STATISTICAL SUMMARY
(As of April 1997)

ERIC Digests in the ERIC database (announced in RIE, with ED#)*	1949
ERIC Digests *not* in the ERIC database (out-of-date or obsolete; no ED#)	149
ERIC Digests in process at press time (with CH#; will receive ED#)	71
Total Digests	2,169
*10 appear only in the collection ED 209 407; 5 appear only in ED 252 693	

Clearinghouse Prefix	Digests Published by Clearinghouse
CE	184
CG	225
CS	133
EA	111
EC	185
FL	170
HE	90
IR	124
JC	99
PS	126
RC	150
SE	122
SO	130
SP	107
TM	91
UD	122
	Total Digests Published: 2,169

Year of Announcement in RIE	Digests Announced in RIE During Year
1981	1
1982	11
1983	15
1984	45
1985	88
1986	126
1987	118
1988	161
1989	143
1990	228
1991	162
1992	174
1993	171
1994	144
1995	142
1996	155
1997 (Partial)	65
	Total Digests Announced: 1,949

Prepared by the...

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ERIC Processing and Reference Facility
Computer Sciences Corporation, System Sciences Division (SSD)
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Laurel, Maryland 20707-3598

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Toll Free: 800-799-3742
FAX: 301-953-0263
e-mail: ericfac@inet.ed.gov
WWW: http://ericfac.piccard.csc.com

ERIC® **Ready Reference #11**
February 1998

ERIC® MICROFICHE STATISTICS

(*Resources in Education*, 1966-1997)

Year	Accession Range	Total Documents	Documents Filmed ①	% Filmed	Total Fiche Cards	Fiche Per Document ②	EDRS Price For Backfile MF (@ $0.1672 Fiche) ③
1966-1967	ED 010 000 — ED 012 348	2,349	2,347	99.9	4,426	1.89	$ 740.03
1968	ED 012 349 — ED 021 151	8,803	6,946	78.9	13,679	1.97	2,287.13
1969	ED 021 152 — ED 031 604	10,453	8,331	79.7	15,899	1.91	2,658.31
1970	ED 031 605 — ED 042 060	10,456	8,448	80.8	16,188	1.92	2,706.63
1971	ED 042 061 — ED 054 390	12,330	9,728	78.9	18,893	2.17	3,158.91
1972	ED 054 391 — ED 066 620	12,230	10,079	82.4	19,555	1.94	3,269.60
1973	ED 066 621 — ED 080 787	14,167	11,623	82.0	17,031	1.47	2,847.58
1974	ED 080 788 — ED 095 253	14,466	12,175	84.2	17,800	1.46	2,976.16
1975	ED 095 254 — ED 110 594	15,341	13,390	87.3	19,938	1.49	3,333.63
1976	ED 110 595 — ED 127 413	16,819	14,660	87.2	20,891	1.43	3,492.98
1977	ED 127 414 — ED 142 684	15,271	13,842	90.6	19,911	1.44	3,329.12
1978	ED 142 685 — ED 157 987	15,303	14,196	92.8	20,689	1.46	3,459.20
1979	ED 157 988 — ED 174 743	16,756	15,816	94.4	22,378	1.41	3,741.60
1980	ED 174 744 — ED 190 736	15,993	15,436	96.5	22,645	1.47	3,786.24
1981	ED 190 737 — ED 205 670	14,934	14,459	96.8	21,233	1.47	3,550.16
1982	ED 205 671 — ED 219 495	13,825	13,203	95.5	19,213	1.46	3,212.41
1983	ED 219 496 — ED 233 122	13,627	13,099	96.1	18,772	1.43	3,138.68
1984	ED 233 123 — ED 247 369	14,247	13,977	98.1	19,651	1.41	3,285.65
1985	ED 247 370 — ED 260 172	12,803	12,609	98.5	17,636	1.40	2,948.74
1986	ED 260 173 — ED 272 646	12,474	12,220	98.0	16,630	1.36	2,780.54
1987	ED 272 647 — ED 284 955	12,309	12,069	98.1	16,264	1.35	2,719.34
1988	ED 284 956 — ED 297 084	12,129	11,871	97.9	16,322	1.37	2,729.04
1989	ED 297 085 — ED 309 233	12,149	11,823	97.3	15,972	1.32	2,670.52
1990	ED 309 234 — ED 322 285	13,052	12,733	97.6	17,550	1.38	2,934.36
1991	ED 322 286 — ED 335 440	13,155	12,832	97.5	17,801	1.39	2,976.33
1992	ED 335 441 — ED 348 465	13,025	12,730	97.7	18,352	1.44	3,068.45
1993	ED 348 466 — ED 360 465	12,000	11,543	96.2	16,653	1.49	2,784.38
1994	ED 360 466 — ED 373 138	12,673	11,697	92.3	17,231	1.47	2,881.02
1995	ED 373 139 — ED 385 671	12,533	11,385	90.8	17,103	1.50	2,859.62
1996	ED 385 672 — ED 398 351	12,680	11,241	88.7	17,016	1.51	2,845.08
1997	ED 398 352 — ED 410 370	12,019	10,607	88.3	16,425	1.55	2,746.26
	TOTALS	400,371	367,115	91.7	549,747	1.50	$91,917.70

① Includes Level 1 (microfiche and paper copy) and Level 2 (no paper copy) accessions. Does not include Level 3 accessions (i.e., those not reproduced by ERIC). Level 3 accessions are currently running at around 10% of total accessions. Beginning in 1989, Level 3 accessions are represented in the microfiche collection by a single "place holder" fiche containing solely the resume for the missing document.

② The majority of documents (about 65%) fit on one microfiche (98 frames). The average number of microfiche per ED accession is currently running at approximately 1.5 fiche per accession.

③ The price of $0.1672 per fiche card for backfile microfiche was effective January 1998. This price will next change January 1, 1999. The current address of the ERIC Document Reproduction Service (EDRS) is 7420 Fullerton Road, Suite 110, Springfield, VA 22153-2852; Telephone: 1-800-443-ERIC or 1-703-440-1400.

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• e-mail: ericfac@inet.ed.gov • WWW: http://ericfac.piccard.csc.com

ERIC Ready Reference #13
November 1993

ERIC SEARCH AIDS

ACCESS POINTS TO ERIC: UPDATE 1992 - ERIC DIGEST

By Nancy R. Preston. September 1992. ERIC Clearinghouse on Information and Technology, Syracuse University, Syracuse, NY 13244-4100. Telephone: 800/464-9107. Free. Summarizes the points of access to the ERIC system, including: (1) Commercial Online Services; (2) CD-ROM; (3) Locally Mounted Systems and Internet; (4) Printed Indexes; (5) ERIC Digests Online; and (6) ACCESS ERIC.

ACCESSING ERIC WITH YOUR MICROCOMPUTER: UPDATE - ERIC DIGEST

By Jane Klausmeier Janis. December 1988. ERIC Clearinghouse on Information and Technology, Syracuse University, Syracuse, NY 13244-4100. Telephone: 800/464-9107. Free. Describes software, hardware, and telephone line components necessary to access online vendors. (Also available as ED-306 944 from the ERIC Document Reproduction Service.)

All ABOUT ERIC

ACCESS ERIC, 1600 Research Blvd., Rockville, MD 20850-3172. Telephone: 800/LET-ERIC. Free booklet. Describes what ERIC is, and why and how to use it. Details the ERIC components.

CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE)

Monthly; semiannual cumulations. The Oryx Press, 4041 North Central at Indian School Rd., Phoenix, AZ 85012-3397. Telephone: 800/279-ORYX. Monthly subscription: $235.00 (North America), $270.00 (elsewhere). Semiannual cumulations: $235.00 (North America), $270.00 (elsewhere). Monthly subscription with semiannual cumulations: $440.00 (North America), $520.00 (elsewhere). (Oryx Press offers several other ERIC products and tools; call for details.)

DIRECTORY OF ERIC INFORMATION SERVICE PROVIDERS

January 1992. ACCESS ERIC, 1600 Research Blvd., Rockville, MD 20850-3172. Telephone: 800/LET-ERIC. Free. Lists 1,002 organizations that provide computerized searches of the ERIC database, that have sizable collections of ERIC microfiche, and/or that subscribe to and collect the various ERIC publications. Many of these organizations are open to the general public. (The directory is also available online through GTE Education Services, GTE Place, P.O. Box 619810, D/FW Airport, TX 75261-9810 -- 800/927-3000.)

ERIC IDENTIFIER AUTHORITY LIST

March 1993 (working papercopy edition). ERIC Processing and Reference Facility, 1301 Piccard Drive, Suite 300, Rockville, MD 20850-4305. Telephone: 800/799-ERIC. ALPHABETICAL DISPLAY ($40.00, U.S./$50.00, non-U.S.; includes a free supplement, when available)--alphabetical list of the approximately 47,000 preferred Identifier forms with their postings. CATEGORY DISPLAY ($35.00, U.S./$45.00, non-U.S.)--a companion display that lists the Identifiers alphabetically within 20 broad categories (e.g., conferences, equipment, legislation, persons). Both displays appear in the 1992 hardback edition, available from The Oryx Press, 4041 North Central at Indian School Rd., Phoenix, AZ 85012-3397. Telephone: 800/279-ORYX. $55.00 (North America) and $66.00 (elsewhere).

ERIC NETWORKER

ERIC Clearinghouse on Information and Technology, Syracuse University, Syracuse, NY 13244-4100. Telephone: 800/464-9107. Free. Series of information sheets for accessing ERIC on the Internet. Includes information on the question-answering "AskERIC" service for K-12 educators.

ERIC ON CD-ROM: UPDATE 1990 - ERIC DIGEST

By Linda Schamber (updated by Nancy R. Preston). December 1990. ERIC Clearinghouse on Information and Technology, Syracuse University, Syracuse, NY 13244-4100. Telephone: 800/464-9107. Free. Discusses advantages and disadvantages of CD-ROM use in libraries and information centers and lists features and equipment requirements of three CD-ROM versions of the ERIC database -- Dialog OnDisc ERIC, OCLC Search CD450, and SilverPlatter ERIC. (Also available as ED-330 372 from the ERIC Document Reproduction Service.)

ERIC PROCESSING MANUAL

ERIC Processing and Reference Facility, 1301 Piccard Drive, Suite 300, Rockville, MD 20850-4305. Telephone: 800/799-ERIC. $75.00 (U.S.), $95.00 (elsewhere). Subdivided by sections and appendices, which are available separately at $7.50 each (foreign postage additional). Sections include: (1) Introduction (an overview of the ERIC system); (2) Acquisitions; (3) Selection; (4) Handling and Shipping; (5) Cataloging (includes descriptions of each field); (6) Abstracting/Annotating; (7) Indexing; (8) Vocabulary Development and Maintenance - Part 1, Descriptors and Part 2, Identifiers ($7.50 each part); (9) Data Entry; (10) Database Changes (Post Publication). Also includes: Appendix A, ERIC Clearinghouse Scope of Interest Guide; Appendix B, Document Preparation (for Filming); Appendix C, ERIC Indexing Handbook (Clearinghouse Indexing Practices); Glossary of Terms (and Acronym List). (Also appears as ED-348 055 in the ERIC Microfiche Collection and is available from the ERIC Document Reproduction Service.)

ERIC READY REFERENCES (NUMBERS 1-19)

ERIC Processing and Reference Facility, 1301 Piccard Drive, Suite 300, Rockville, MD 20850-4305. Telephone: 800/799-ERIC. Free. Ready reference sheets for understanding and using the ERIC database. #1 provides a year-by-year list of ERIC accession numbers for Resources in Education (RIE) and the Current Index to Journals in Education (CIJE). #2 provides a complete display of ERIC Publication Types and their codes. #3 displays sample RIE and CIJE records. #4 gives instructions on using the Thesaurus of ERIC Descriptors. #5 lists ERIC price codes. #6 gives a listing of ERIC Clearinghouses together with street addresses, e-mail addresses, telephone numbers, and brief scope notes describing the areas they cover. #7 is the "ERIC Fact Sheet," which lists some basic statistics pertaining to the ERIC system. #8 highlights ERIC's Target Audience data element, listing the audiences covered and describing how to access them online. #9 describes how to access and search the full-text ERIC Digests Online (EDO) database. #10A is a complete list of all ERIC Digests to date arranged by ERIC Clearinghouse. #10B is the same list arranged alphabetically by title. #11 provides useful statistics and access information for the ERIC Microfiche Collection. #12 is the ERIC Telephone Directory, which lists telephone numbers of network components and database vendors under the function(s) (product or service) they provide. #13 is a list of the ERIC search aids with price and distribution information. #14 describes how to obtain the documents and journal articles cited in the database. #15 gives three levels of costs (beginning, intermediate, and complete) for building an ERIC collection and providing ERIC services. #16 displays the kinds of documents (ED accessions) in the database since 1980. #17A lists alphabetically by title, the journals currently covered by CIJE. #17B is the same list arranged by ERIC Clearinghouse. #18 shows the field labels/tags in use by online & CD-ROM system vendors of the ERIC database. #19 graphically displays the ERIC system components.

ERIC REVIEW

Three issues a year. ACCESS ERIC, 1600 Research Blvd., Rockville, MD 20850-3172. Telephone: 800/LET-ERIC. Free. Highlights important new education-related publications, programs, and resources; each issue also contains one or more indepth features.

ERIC/RIE TITLE INDEX

ERIC Processing and Reference Facility, 1301 Piccard Drive, Suite 300, Rockville, MD 20850-4305. Telephone: 800/799-ERIC. 1966-76 cumulation: out-of-print. 1977-83 cumulation: $30.00 (U.S.)/$50.00 (non-U.S.); limited quantity available. 1984-89 cumulation: $40.00 (U.S.)/$60.00 (non-U.S.). 1990-92 cumulation: $40.00 (U.S.)/$50.00 (non-U.S.). 1993 quarterly supplements: $40.00 (U.S.)/$50.00 (non-U.S.). 1990-92 cumulation with 1993 quarterly supplements: $80.00 (U.S.)/$100.00 (non-U.S.).

HOW TO PREPARE FOR A COMPUTER SEARCH OF ERIC- A NONTECHNICAL APPROACH

(Revised and Updated) by Marilyn R. Laubacher. May 1983. (ED-237 100 -- Microfiche $1.18, Papercopy $9.90). Available from the ERIC Document Reproduction Service, 7420 Fullerton Rd., Suite 110, Springfield, VA 22153-2852. Telephone: 800/443-ERIC. [The original 1975 edition (ED-110 096) was by Judith Yarborough.]

INSTITUTIONAL SOURCE DIRECTORY

ERIC Processing and Reference Facility, 1301 Piccard Drive, Suite 300, Rockville, MD 20850-4305. Telephone: 800/799-ERIC. Alphabetical list of organizational and institutional names by which document citations in ERIC have been indexed in the Institution and Sponsoring Agency fields, together with the corresponding alphanumeric source codes that accompany the names. COMPLETE EDITION: March 1987 (latest), $45.00 (U.S.) and $55.00 (non-U.S.); a cumulative archival edition containing all names/codes established from 1966 to March 1987. TRUNCATED EDITION: current, annual, $30.00 (U.S.) and $40.00 (non-U.S.); covers names/codes established or used for indexing during the immediately preceding 5-year period.

INTERCHANGE NEWSLETTER

Semiannually. ACCESS ERIC, 1600 Research Blvd., Rockville, MD 20850-3172. Telephone: 800/LET-ERIC. Free. The newsletter used by ACCESS ERIC to communicate with ERIC users.

A POCKET GUIDE TO ERIC

ACCESS ERIC, 1600 Research Blvd., Rockville, MD 20850-3172. Telephone: 800/LET-ERIC. Free. A comprehensive summary of ERIC products and services. (Bulk quantities are available for classroom, seminar, or conference use.)

RESOURCES IN EDUCATION (RIE)

Monthly, semiannual indexes. Superintendent of Documents, U.S. Government Printing Office (GPO), Washington, DC 20402-9371. Telephone: 202/783-3238. Annual subscription: $73.00 (U.S.)/$91.25 (non-U.S.). Semiannual indexes: $30.00 (U.S.)/$37.50 (non-U.S.).

RIE ANNUAL CUMULATIONS

The Oryx Press, 4041 North Central at Indian School Rd., Phoenix, AZ 85012-3397. Telephone: 800/279-ORYX. Hardback. Each in three volumes, two of cumulated main entries (abstracts) and one of cumulated indexes. Abstracts: $245.00 (North America); $275.00 (elsewhere). Index: $128.00 (North America); $140.00 (elsewhere). Abstracts and Index: $345.00 (North America); $395.00 (elsewhere).

SOURCE JOURNAL INDEX

Prepared by Oryx Press. Distributed by all components of the ERIC network. For assistance, contact the ERIC Processing and Reference Facility, 1301 Piccard Drive, Suite 300, Rockville, MD 20850-4305. Telephone: 800/799-ERIC. Free. A list of the journals indexed in CIJE. Each entry also includes publisher name and address, frequency, price, reprint availability, ERIC Clearinghouse covering the journal, and, whenever possible, the ISSN number. Arranged separately by journal title and by responsible ERIC Clearinghouse.

SUBMITTING DOCUMENTS TO ERIC

ERIC Processing and Reference Facility, 1301 Piccard Drive, Suite 300, Rockville, MD 20850-4305. Telephone: 800/799-ERIC. Free. Brochure describing the ERIC system, the advantages of having documents in the ERIC database, the selection criteria employed by ERIC, and the addresses of the ERIC components to whom documents may be submitted.

THESAURUS OF ERIC DESCRIPTORS

12th edition, 1990. The Oryx Press, 4041 North Central at Indian School Rd., Phoenix, AZ 85012-3397. Telephone: 800/279-ORYX. $69.50 (North America) and $83.40 (elsewhere). Hardback. A list of 9,991 vocabulary terms, of which 5,575 are main-entry Descriptors and 4,416 are non-indexable Use references and "dead" terms. New terms not appearing in previous editions include 282 Descriptors and 264 Use references. (Oryx Press offers several other ERIC products and tools; call for details.)

The "ERIC Search Aids" list is intended to provide descriptions of the most important tools that a frequent user of the ERIC database should consider obtaining. In addition to publication as a Ready Reference, this list is provided to all online and CD-ROM vendors of the ERIC database, and variations of it often appear in vendor documentation. If you have a favorite tool or guide that has proved helpful to you in working with the ERIC database, ERIC would like to learn of it and to consider it for addition to future editions of this list (see address on the bottom of the front page).

ERIC® **Ready Reference #14**
September 1998

DOCUMENT DELIVERY

How To Get *DOCUMENTS* Announced By ERIC

Two monthly abstract/index journals announce education-related Journal Articles and Documents collected by ERIC

Current Index to Journals in Education (CIJE)

Announces journal articles

Resources in Education (RIE)

Announces documents (reports, papers, guides, books)

These two publications are available in paper form and all the citations they announce are also contained in the ERIC database, which can be accessed online or through CD-ROM. Once you identify an item you want reproduced, your options depend on whether it is a journal article or a document. Journal articles (CIJE) are identified by an EJ number. Documents (RIE) are identified by an ED number.

Documents (EDs) — Cited in RIE

There are three principal ways to obtain documents cited in ERIC's database:

- by ordering them from the ERIC Document Reproduction Service (EDRS);
- by finding the microfiche for the document in one of the many ERIC standing order microfiche collections located at major libraries around the country and the world;
- by ordering the document from its original source or other non-ERIC supplier noted in the ERIC citation.

EDRS

Most documents announced in RIE can be ordered inexpensively from EDRS in either microfiche ($1.42 per title) or reproduced paper copy ($4.21 per 25 pages), plus postage. If you want to receive all documents on microfiche in regular monthly shipments, you can subscribe for about $2,500 per year. Clearly identified orders are processed within 5 days. Orders can be placed via mail, telephone, FAX, or online vendor system. An EDRS order form can be found at the back of RIE. The EDRS address is:

EDRS, 7420 Fullerton RD, Suite 110, Springfield, VA 22153-2852
- Tel.: 703-440-1400 • Toll Free: 800-443-3742
- FAX: 703-440-1408 • e-mail: service@edrs.com
- WWW: http://edrs.com

Standing Order Microfiche

Nearly 1000 organizations, including most major universities, subscribe to ERIC's complete microfiche collection and are listed in the *Directory of ERIC Resource Collections* (available from ACCESS ERIC (**800-LET-ERIC**)), also via the Internet at:

http://www.ed.gov/BASISDB/EROD/direct/SF

Using the *Directory*, locate the ERIC microfiche collection geographically closest or most convenient to you. At most locations, you will be able to copy selected pages; at some locations you will be able to obtain a duplicate microfiche. This is probably the quickest way to view an ERIC document and has the advantage of permitting you to review a document before buying it.

Original (Non-ERIC) Source

Some document preparers sell their product directly and, therefore, may not let ERIC reproduce it. About 20% of ERIC documents are available from their original sources (in addition to or in lieu of being available from EDRS). Full address and price information (when given) specifying such external availability is always in the ERIC citation.

Prepared by the...
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Tel.: 301-497-4080; **Toll Free:** 800-799-3742; **FAX:** 301-953-0263; **e-mail:** ericfac@inet.ed.gov; **WWW:** http://ericfac.piccard.csc.com

See over for Journal Articles

DOCUMENT DELIVERY

ERIC Ready Reference #14
September 1998

How To Get *JOURNAL ARTICLES* Announced By ERIC

Two monthly abstract/index journals announce education-related Journal Articles and Documents collected by ERIC

Current Index to Journals in Education (CIJE)
Announces journal articles

Resources in Education (RIE)
Announces documents (reports, papers, guides, books)

These two publications are available in paper form and all the citations they announce are also contained in the ERIC database, which can be accessed online or through CD-ROM. Once you identify an item you want reproduced, your options depend on whether it is a journal article or a document. Journal articles (CIJE) are identified by an EJ number. Documents (RIE) are identified by an ED number.

Journal Articles (EJs) — Cited in CIJE

There are two principal ways to obtain journal articles cited in ERIC's database:

1. Find the specific journal at the closest university or research library. Major public libraries may also have them.
2. Call or write a journal article reprint service. Three such services are:

The UnCover Company
3801 E. Florida, Suite 200
Denver, CO 80210

Telephone	303-758-3030
Toll Free	800-787-7979
FAX	303-758-5946
E-Mail:	uncover@carl.org
WWW	http://uncweb.carl.org/

UMI InfoStore (formerly Article Clearinghouse)
300 N. Zeeb Road
P.O. Box 1346
Ann Arbor, MI 48106-1346

Telephone:	734-761-4700
Toll Free:	800-248-0360
FAX:	734-761-1032
E-Mail:	orders@infostore.com
WWW:	http://www.umi.com/infostore

Institute for Scientific Information (ISI)
ISI Document Solution (formerly The Genuine Article)
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ERIC Ready Reference #16
April 1995

WHAT KINDS OF DOCUMENTS ARE IN THE ERIC DATABASE (RIE)?

(January 1980 - March 1995)

Rank	PUBTYPE Code	Publication Type	Date Initiated	Accessions Coded by PUBTYPE	Percent of Accessions Carrying PUBTYPE
1	143	Research/Technical Reports	9/74	59,161	29.4
2	150	Conference Papers/Speeches (Single Papers)	9/74	57,758	28.7
3	141	Project/Program Descriptions	9/74	35,844	17.8
4	120	Opinion Papers/Essays	9/74	24,810	12.3
5	052	Teaching Guides (For Teacher)	7/79	21,866	10.9
6	055	Guides--Non Classroom (For Support Staff)	7/79	19,981	9.9
7	142	Evaluative/Feasibility Reports	7/79	16,845	8.4
8	070	Information Analyses/State-of-the-Art Reports	9/74	15,757	7.8
9	160	Tests, Measurement Instruments, Questionnaires	9/74	11,222	5.6
10	110	Numerical/Quantitative Data	9/74	8,137	4.0
11	051	Instructional Materials (For Learner)	7/79	8,124	4.0
12	131	Bibliographies	9/74	6,129	3.0
13	021	Conference Proceedings	9/74	5,686	2.8
14	010	Books	9/74	5,565	2.8
15	090	Legal/Legislative/Regulatory Materials	9/74	5,093	2.5
16	022	Serials/Periodicals	7/79	5,083	2.5
17	071	ERIC Information Analysis Products	6/80	3,415	1.7
18	140	Reports--General	7/79	3,326	1.7
19	020	Collected Works	7/79	3,311	1.6
20	132	Directories/Catalogs	9/74	2,578	1.3
21	060	Historical Materials	9/74	2,203	1.1
22	050	Guides--General	9/74	2,119	1.1
23	080	Journal Articles	9/74	1,792	.9
24	043	Practicum Papers	7/79	1,447	.7
25	073	ERIC Digests (Full Text)	10/88	1,337	.66
26	042	Masters Theses	7/79	1,259	.60
27	130	Reference Materials--General	7/79	754	.37
28	041	Doctoral Dissertations	7/79	582	.29
29	040	Dissertations/Theses—Undetermined Level	7/79	559	.28
30	134	Vocabularies/Classifications	9/74	515	.26
31	171	Multilingual/Bilingual Materials	4/83	457	.23
32	030	Creative Works	7/79	272	.13
33	100	Audiovisual Materials	9/74	232	.12
34	072	Book/Product Reviews	10/87	158	.08
35	101	Computer Programs	7/84	129	.06
36	170	Translations	7/79	127	.06
37	102	Machine-Readable Data Files	10/87	89	.04
38	133	Geographic Materials	9/74	50	.02
		TOTAL USAGES		333,772	

NOTE: Number of RIE Accessions in this Period of Time = 201,523

$\frac{333,772}{201,523}$ = 1.7 PUBTYPES per Accession

ERIC

Ready Reference #17A
April 1997

Journals Currently Covered by *Current Index to Journals in Education* (CIJE)

(Including ISSN Number and Responsible ERIC Clearinghouse)

ALPHABETICAL ARRANGEMENT

	Journal Name	ISSN NUMBER	CH		
1	Academe	ISSN-0190-2946	HE		@
2	Academic Medicine	ISSN-1040-2446	HE		@
3	Action in Teacher Education	ISSN-0162-6620	SP	★	@
4	Active Learner: A Foxfire Journal for Teachers	---	RC		
5	ADE Bulletin (Association of Departments of English)	ISSN-0001-0898	CS	★	
6	ADFL Bulletin (Association of Departments of Foreign Languages)	ISSN-0148-7639	FL	★	
7	Administrative Science Quarterly	ISSN-0001-8392	EA		#@
8	Adolescence	ISSN-0001-8449	CG		#@
9	Adoption & Fostering	ISSN-0308-5759	PS		
10	Adult Basic Education	ISSN-1052-231X	CE	★	
11	Adult Education Quarterly	ISSN-0741-7136	CE	★	#
12	Adult Learning	ISSN-1045-1595	CE		#
13	Adults Learning (England)	ISSN-0955-2308	CE		
14	Advances in Physiology Education	ISSN-1043-4046	SE		#
15	Advancing the Consumer Interest	ISSN-1044-7385	CE		@
16	Ageing International	ISSN-0163-5158	CE		
17	Agricultural Education Magazine	ISSN-0732-4677	CE		#@
18	Al-Arabiyya	ISSN-0889-8731	FL		
19	ALAN Review (Assembly on Literature for Adolescents)	ISSN-0882-2840	CS	★	
20	Alberta Journal of Educational Research	ISSN-0002-4805	RC	★	#
21	Alternatives	ISSN-0002-6638	SE		#@
22	AMATYC Review (American Mathematical Association of Two-Year Colleges)	ISSN-0740-8404	SE		
23	Amerasia Journal	ISSN-0044-7471	UD		#@
24	American Annals of the Deaf	ISSN-0002-726X	EC		#
25	American Behavioral Scientist	ISSN-0002-7642	SO		#@
26	American Biology Teacher	ISSN-0002-7685	SE	★	#@
27	American Educational Research Journal	ISSN-0002-8312	TM	★	@
28	American Educator: The Professional Journal of the American Federation of Teachers	ISSN-0148-432X	UD	★	
29	American Historical Review	ISSN-0002-8762	SO		#@
30	American Indian and Alaska Native Mental Health Research	ISSN-0893-5394	RC		@
31	American Indian Culture and Research Journal	ISSN-0161-6463	RC		#
32	American Indian Quarterly	ISSN-0095-182X	RC		#
33	American Journal of Distance Education	ISSN-0892-3647	IR		@
34	American Journal of Education	ISSN-0195-6744	UD	★	#@
35	American Journal of Family Therapy	ISSN 0002-9459	HE		#
36	American Journal of Health Behavior	ISSN-1087-3244	SP		
37	American Journal of Health Promotion	ISSN-0890-1171	SP		@
38	American Journal of Pharmaceutical Education	ISSN-0002-9459	HE		@
39	American Journal of Physics	ISSN-0002-9505	SE		#

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40	American Journal of Public Health	ISSN-0090-0036	UD	#@
41	American Journal of Sociology	ISSN-0002-9602	SO	#@
42	American Journal on Mental Retardation	ISSN-0895-8017	EC ★	@
43	American Libraries	ISSN-0002-9769	IR	#@
44	American Mathematical Monthly	ISSN-0002-9890	SE	#@
45	American Political Science Review	ISSN-0003-0554	SO	#@
46	American Psychologist	ISSN-0003-066X	UD	#
47	American Scholar	ISSN-0003-0937	HE	#@
48	American School Board Journal	ISSN-0003-0953	EA ★	#@
49	American Society for Information Science. Annual Meeting. Proceedings.	ISSN-0044-7870	IR ★	
50	American Society for Information Science. Mid-Year Meeting. Proceedings.	---	IR ★	
51	American Society for Information Science Bulletin	ISSN-0095-4403	IR	#@
52	American Sociological Review	ISSN-0003-1224	UD	#
53	American Sociologist	ISSN-0003-1232	SO	@
54	Annals of Dyslexia	ISSN-0736-9387	EC	#@
55	Annual Review of Applied Linguistics	ISSN-0267-1905	FL ★	#
56	Annual Review of Information Science and Technology (ARIST)	ISSN-0066-4200	IR ★	#@
57	Anthropology and Education Quarterly	ISSN-0161-7761	UD ★	@
58	Appalachia	ISSN-0003-6595	RC	@
59	Appalachian Journal	ISSN-0090-3779	RC	
60	Applied Language Learning	ISSN-1041-679X	FL	
61	Applied Linguistics	ISSN-0142-6001	FL	@
62	Applied Measurement in Education	ISSN-0895-7347	TM ★	#@
63	Applied Psycholinguistics	ISSN-0047-4045	FL	@
64	Applied Psychological Measurement	ISSN-0146-6216	TM ★	@
65	Argumentation and Advocacy	ISSN-1051-1431	CS ★	#@
66	Art Education	ISSN-0004-3125	SO	@
1	Arts Education Policy Review	ISSN-1063-2913	SO	
2	Art Therapy: Journal of the American Art Therapy Association	ISSN-0742-1656	CG	
3	Arts and Learning Research	---	SO	
4	Asian American Policy Review	ISSN-1062-1830	UD	
5	Aspects of Educational and Training Technology Series	ISSN-1350-1933	IR	
6	Assessment	ISSN-1073-1911	TM	
7	Assessment & Evaluation in Higher Education	ISSN-0260-2938	HE	@
8	ATEA Journal	ISSN-0889-6488	CE	
9	Australian Art Education	ISSN-1032-1942	SO	
10	Australian Bulletin of Labour	ISSN-0311-6336	CE	@
11	Australian Journal of Adult and Community Education	ISSN-1035-0462	CE	@
12	Australian Journal of Early Childhood	ISSN-0312-5033	PS ★	
13	Australian Journal of Education	ISSN-0004-9441	HE	@
14	Australian Journal of Environmental Education	ISSN-0814-0626	SE	
15	Australian Mathematics Teacher	ISSN-0045-0685	SE	@
16	Australian Primary Mathematics Classroom	ISSN-1326-0286	SE	
17	Australian Review of Applied Linguistics	ISSN-0155-0646	FL	
18	Australian Science Teachers Journal	ISSN-0045-0855	SE	@
19	Australian Senior Mathematics Journal	ISSN-0819-4564	SE	
20	Australian Universities Review	ISSN-0818-8068	HE	
21	B.C. Journal of Special Education (British Columbia)	ISSN-0704-7509	EC ★	
22	Basic Skills	ISSN-1357-7352	CE	
23	Behavior Modification	ISSN 0145-4455	CG	#
24	Behavioral & Social Sciences Librarian	ISSN-0163-9269	IR	
25	Behavioral Disorders	ISSN-0198-7249	EC ★	
26	Bilingual Research Journal: The Journal of the National Association for Bilingual Education	---	RC ★	#
27	Bilingual Review	ISSN-0094-5366	FL	@
28	Biochemical Education	ISSN-0307-4412	SE	#@
29	Bioscene	---	SE	
30	Bioscience	ISSN-0006-3568	SE	#@
31	Black Issues in Higher Education	ISSN-0742-0277	HE	#@
32	Book Report	ISSN-0731-4388	IR	#

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34	British Educational Research Journal	ISSN-0141-1926	SO		#@
35	British Journal of Educational Technology	ISSN-0007-1013	IR		@
36	British Journal of Guidance and Counselling	ISSN-0306-9885	CG	★	
37	British Journal of Sociology of Education	ISSN-0142-5692	SO		@
38	British Journal of Special Education	ISSN-0952-3383	EC	★	@
39	Bulletin of the Council for Research in Music Education	ISSN-0010-9894	SO		
40	Business Communication Quarterly	ISSN-1080-5699	CS		#@
41	Business Education Forum	ISSN-0007-6678	CE		
42	Business Officer	ISSN-0147-877X	HE		
43	CAEDHH Journal (Canadian Association of Educators of the Deaf and Hard of Hearing)	---	EC		
44	CALICO Journal (Computer Assisted Language & Instruction Consortium)	ISSN-0742-7778	FL		
45	Camping Magazine	ISSN-0740-4131	RC	★	#@
46	Campus Activities Programming	ISSN-0098-1664	HE		#
47	Canadian Home Economics Journal	ISSN-0008-3763	CE		#@
48	Canadian Journal of Counselling	ISSN-0828-3893	CG		@
49	Canadian Journal of Education	ISSN-0380-2361	TM		@
50	Canadian Journal of Educational Communication	ISSN-0710-4340	IR		
51	Canadian Journal of Environmental Education	ISSN-1205-5352	SE		
52	Canadian Journal of Higher Education	ISSN-0316-1218	HE		
53	Canadian Journal of Information and Library Science	ISSN-1195-096X	IR		
54	Canadian Journal of Native Education	ISSN-0710-1481	RC	★	
55	Canadian Journal of Occupational Therapy	ISSN-0008-4174	CE		
56	Canadian Journal of Program Evaluation	ISSN-0834-1516	TM		
57	Canadian Journal of Special Education	ISSN-0827-3391	EC	★	
58	Canadian Journal of University Continuing Education	ISSN-0318-9090	CE		
59	Canadian Journal on Aging	ISSN-0714-9808	CE		
60	Canadian Modern Language Review	ISSN-0008-4506	FL	★	@
61	Canadian Review of Art Education: Research and Issues	ISSN-0384-1839	SO		
62	Canadian Social Studies	ISSN-1191-162X	SO	★	
63	Canadian Vocational Journal	ISSN-0045-5520	CE		
64	Career Development for Exceptional Individuals	ISSN-0885-7288	EC	★	@
65	Career Development International	ISSN-1326-0436	CE		
66	Career Development Quarterly	ISSN-0889-4019	CG	★	#@
67	Career Planning and Adult Development Journal	ISSN-0736-1920	CE		
68	Catalyst	ISSN-0739-9227	JC		
69	Catholic Library World	ISSN-0008-820X	IR		
70	CAUSE/EFFECT	ISSN-0164-534X	HE		
71	CD-ROM Professional	ISSN-1049-0833	IR		#@
72	Challenge: A Journal of Research on African American Men	ISSN-1077-193X	UD		#
73	Change	ISSN-0009-1383	HE		#@
74	Chemecology	ISSN-0738-7776	SE		
75	Chemical Engineering Education	ISSN-0009-2479	SE		
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78	Child Abuse & Neglect: The International Journal	ISSN-0145-2134	EC	★	#@
79	Child and Youth Care Leader	---	PS		
80	Child Care Information Exchange	ISSN-0164-8527	PS		#@
81	Child Development	ISSN-0009-3920	PS	★	#@
82	Child Study Journal	ISSN-0009-4005	PS	★	#@
83	Child Welfare	ISSN-0009-4021	PS	★	#@
84	Childhood: A Global Journal of Child Research	ISSN-0907-5682	PS	★	
85	Childhood Education	ISSN-0009-4056	PS		#@
86	Children & Society	ISSN-0951-0605	PS		
87	Children and Youth Services Review	ISSN-0190-7409	PS		#@
88	Children Today	ISSN-0361-4336	PS		#@
89	Children's Literature in Education	ISSN-0045-6713	CS		@
90	Chinese Education & Society	ISSN-1061-1932	SO		#
91	Chinese University Education Journal	---	SO		

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92	Chronicle of Higher Education	ISSN-0009-5982	HE		#
93	Clearing: Environmental Education in the Pacific Northwest	---	SE		
94	Clearing House	ISSN-0009-8655	CS	★	#@
95	Cognition	ISSN-0010-0277	PS		#@
96	Cognition and Instruction	ISSN-0737-0008	PS	★	#
97	Cognitive Development	ISSN-0885-2014	PS	★	@
98	Cognitive Psychology	ISSN-0010-0285	TM		#@
99	College & Research Libraries	ISSN-0010-0870	IR	★	#@
100	College and University	ISSN-0010-0889	HE		
101	College Board Review	ISSN-0010-0951	HE		
102	College Composition and Communication	ISSN-0010-096X	CS	★	#
103	College English	ISSN-0010-0994	CS	★	#
104	College ESL (English as a Second Language)	---	FL		
105	College Mathematics Journal	ISSN-0746-8342	SE		#@
106	College of Education Review	---	SP		
107	College Student Affairs Journal	ISSN-0888-210X	CG	★	
108	College Teaching	ISSN-8756-7555	HE		#@
109	Communication Education	ISSN-0363-4523	CS		#
110	Communication: Journalism Education Today	ISSN-0010-3535	CS	★	
111	Communication Monographs	ISSN-0363-7751	CS		#
112	Communication Quarterly	ISSN-0146-3373	CS		#@
113	Communication Research	ISSN-0093-6502	CS		#@
114	Communication Studies	ISSN-0008-9575	CS		#@
115	Community & Junior College Libraries	ISSN-0276-3915	JC		
116	Community College Journal	ISSN-0884-7169	JC		@
117	Community College Journal of Research and Practice	ISSN-1066-8926	JC	★	@
118	Community College Review	ISSN-0091-5521	JC	★	@
119	Community Development Journal	ISSN-0010-3802	CE		@
120	Community Education Journal	ISSN-0045-7736	CE		
121	Community Review	ISSN-0163-8475	JC		#
122	Comparative Education	ISSN-0305-0068	RC	★	#@
123	Comparative Education Review	ISSN-0010-4086	RC	★	#@
124	Composition Studies/Freshman English News	ISSN-0739-4713	CS	★	@
125	Computer Assisted Language Learning	ISSN-0958-8221	FL		
126	Computers & Education	ISSN-0360-1315	IR		#@
127	Computers and Composition	ISSN-8755-4615	CS		@
128	Computers and the Humanities	ISSN-0010-4817	SO		#@
129	Computers in Human Behavior	ISSN-0747-5632	IR		#@
130	Computers in Libraries	ISSN-1041-7915	IR		#@
131	Computers in the Schools	ISSN-0738-0569	IR		
132	Computing Teacher	ISSN-0278-1923	IR		
133	Connection (Boston): New England's Journal of Higher Education and Economic Development	ISSN-0895-6405	HE		
134	Contemporary Education	ISSN-0010-7476	SP		#@
135	Contemporary Educational Psychology	ISSN-0361-476X	TM		#
136	Continuing Higher Education Review	ISSN-0893-0384	CE	★	@
137	Convergence	ISSN-0010-8146	CE		@
138	Councilor	ISSN-1056-0335	SO		
139	Counseling and Values	ISSN-0160-7960	CG	★	#@
140	Counseling Psychologist	ISSN-0011-0000	CG	★	#@
141	Counselor Education and Supervision	ISSN-0011-0035	CG	★	#@
142	Crime and Delinquency	ISSN-0011-1287	CG		#@
143	Critical Studies in Mass Communication	ISSN-0739-3180	CS		#
144	CUPA Journal (College & University Personnel Association)	ISSN-1046-9508	HE		#@
145	Curator	ISSN-0011-3069	SE		#@
146	Current Issues in Language and Society	ISSN-1352-0520	FL		
147	Currents	ISSN-0748-478X	HE		#
148	Database	ISSN-0162-4105	IR		#@
149	Day Care and Early Education	ISSN-0092-4199	PS		@
150	Death Studies	ISSN-0748-1187	CG		#@

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153	Developmental Review	ISSN-0273-2297	PS		#@
154	Diagnostique	ISSN-0737-2477	EC	★	
155	Dimensions of Early Childhood	ISSN-0160-6425	PS		
156	Discourse Processes	ISSN-0163-853X	CS		#
157	Distance Education	ISSN-0158-7919	IR		#@
158	Distance Educator	---	IR		
159	Early Child Development and Care	ISSN-0300-4430	PS	★	
160	Early Childhood Education Journal	ISSN-1082-3301	PS		
161	Early Childhood News	ISSN-1080-3564	PS		
162	Early Childhood Research Quarterly	ISSN-0885-2006	PS	★	#@
163	Early Education and Development	ISSN-1040-9289	PS	★	
164	Earth	---	SE		
165	Earth Journal	ISSN-0898-2996	SE		#
166	Economics	ISSN-0300-4287	SO		
167	Economics and Business Education	ISSN-0969-2509	SO		
168	Economics of Education Review	ISSN-0272-7757	EA	★	#@
169	ED, Education at a Distance	---	IR		
170	Education & Computing	ISSN-0167-9287	IR		#
171	Education + Training	ISSN-0040-0912	CE		#
172	Education and Training in Mental Retardation and Developmental Disabilities	ISSN-1079-3917	EC	★	@
173	Education and Treatment of Children	ISSN-0748-8491	EC	★	#
174	Education and Urban Society	ISSN-0013-1245	UD	★	#@
175	Education Canada	ISSN-0013-1253	RC	★	@
176	Education Economics	ISSN-0964-5292	EA	★	
177	Education for Information	ISSN-0167-8329	IR		
178	Education in Rural Australia	ISSN-1039-0026	RC	★	
179	Education in Science	ISSN-0013-1377	SE	★	
180	Education Libraries	ISSN-0148-1061	IR		
181	Education with Production	ISSN-0256-3568	CE		
182	Educational Administration Quarterly	ISSN-0013-161X	EA	★	
183	Educational and Psychological Measurement	ISSN-0013-1644	TM	★	@
184	Educational Evaluation and Policy Analysis	ISSN-0162-3737	TM	★	@
185	Educational Forum	ISSN-0013-1725	CE	★	@
186	Educational Foundations	ISSN-1047-8248	SP		@
187	Educational Gerontology	ISSN-0360-1277	CE		#@
188	Educational Horizons	ISSN-0013-175X	CE	★	
189	Educational Leadership	ISSN-0013-1784	EA	★	#
190	Educational Management & Administration	ISSN-9263-211X	EA	★	
191	Educational Measurement: Issues and Practice	ISSN-0731-1745	TM	★	#@
192	Educational Media and Technology Yearbook	ISSN-8755-2094	IR	★	
193	Educational Media International	ISSN-0952-3987	IR	★	@
194	Educational Policy	ISSN-0895-9048	EA	★	#@
195	Educational Psychology: An International Journal of Experimental Educational Psychology	ISSN-0144-3410	SO		#@
196	Educational Record	ISSN-0013-1873	HE		#@
197	Educational Research	ISSN-0013-1881	CE	★	#@
198	Educational Research Quarterly	ISSN-0196-5042	TM	★	@
199	Educational Researcher	ISSN-0013-189X	UD	★	
200	Educational Review	ISSN-0013-1911	CE	★	@
201	Educational Studies	ISSN-0305-5698	SO		#
202	Educational Studies in Mathematics	ISSN-0013-1954	SE	★	#@
203	Educational Technology	ISSN-0013-1962	IR	★	
204	Educational Technology, Research, and Development	ISSN-1042-1629	IR	★	#@
205	Educational Technology Review	ISSN-1065-6901	IR		
206	Educational Theory	ISSN-0013-2004	SP		@
207	Educom Review	ISSN-1045-9146	IR		@
208	Electronic Journal of Communication	---	CS		
209	Electronic Learning	ISSN-0278-3258	IR		#@

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210	Electronic Library	ISSN-0264-0473	IR		#	@
211	Elementary School Guidance & Counseling	ISSN-0013-5976	CG	★	#	@
212	Elementary School Journal	ISSN-0013-5984	PS	★	#	@
213	ELT Journal (English Language Teaching)	ISSN-0951-0893	FL	★	#	@
214	Emergency Librarian	ISSN-0315-8888	IR	★	#	@
215	Engineering Education	ISSN-0022-0809	SE		#	@
216	English Education	ISSN-0007-8204	CS	★		
217	English for Specific Purposes	ISSN-0889-4906	FL	★	#	@
218	English in Education	ISSN-0425-0494	CS	★		@
219	English Journal	ISSN-0013-8274	CS		#	
220	English Quarterly	ISSN-0013-8355	CS	★		
221	English Teachers' Journal	ISSN-0333-533X	FL			
222	Environmental Education	ISSN-0309-8451	SE			
223	Environmental Education Research	ISSN-1350-4622	SE			
224	Environmentalist	ISSN-0251-1088	SE			@
225	Equity & Excellence in Education	ISSN-1066-5684	UD	★		
226	ERS Spectrum (Educational Research Service)	ISSN-0740-7874	EA	★		@
227	European Early Childhood Education Research Journal	ISSN-1350-293X	PS	★		
228	European Education	ISSN-1056-4934	SO			@
229	European Journal of Agricultural Education and Extension	ISSN-1381-2335	CE			
230	European Journal of Education	ISSN-0141-8211	HE		#	@
231	European Journal of Engineering Education	ISSN-0304-3797	SE		#	
232	European Journal of Psychology of Education	ISSN-0256-2928	SO			
233	European Journal of Teacher Education	ISSN-0261-9768	SP			
234	European Training: European Journal	ISSN-0378-5068	CE			@
235	Evaluation and Program Planning	ISSN-0149-7189	TM		#	@
236	Evaluation and the Health Professions	ISSN-0163-2787	TM		#	@
237	Evaluation Practice	ISSN-0886-1633	TM			@
238	Evaluation Review	ISSN-0193-841X	TM		#	
239	Exceptional Children	ISSN-0014-4029	EC	★	#	@
240	Exceptionality: A Research Journal	ISSN-0936-2835	EC	★		
241	Executive Educator	ISSN-0161-9500	EA	★	#	@
242	Facilities Manager	ISSN-0882-7249	HE			
243	Family and Consumer Sciences Research Journal	ISSN-1077-727X	CE	★	#	
244	Family Journal: Counseling and Therapy for Couples and Families	---	CG			
245	Family Relations	ISSN-0197-6664	CG		#	@
246	Feminist Teacher	ISSN-0882-4843	SO			@
247	Focus	ISSN-0015-5004	SE		#	
248	Focus on Autism and Other Developmental Disabilities	---	EC			
249	Focus on Exceptional Children	ISSN-0015-511X	EC			
250	Focus on Learning Problems in Mathematics	ISSN-0272-8893	SE	★	#	@
251	For the Learning of Mathematics	---	SE			
252	Foreign Language Annals	ISSN-0015-718X	FL	★	#	
253	Forum for Reading	ISSN-0738-9523	CS	★		@
254	Francais dans le Monde	ISSN-0015-9395	FL			
255	French Review	ISSN-0016-111X	FL			
256	Future of Children	ISSN-1054-8289	UD			@
257	Gender and Education	ISSN-0954-0253	UD			@
258	Generations	ISSN-0738-7806	CE		#	@
259	Geographical Education	ISSN-0085-0969	SO			
260	Georgia Social Science Journal	ISSN-0016-8408	SO			
261	Gerontologist	ISSN-0016-9013	CG		#	@
262	Gifted Child Quarterly	ISSN-0016-9862	EC	★	#	
263	Gifted Child Today	ISSN-0892-9580	EC		#	
264	Gifted Education International	ISSN-0261-4294	EC		#	@
265	Government Information Quarterly	ISSN-0740-624X	IR			
266	Grassroots Development	---	RC			
267	Great Plains Quarterly	---	RC			

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268	Green Alternatives	ISSN-1064-8852	SE		
269	Green Teacher	ISSN-1192-1285	SE		
270	Guidance & Counselling	ISSN-0831-5493	CG		#@
271	Guidelines	ISSN-0129-7767	FL	★	
272	Harvard Business Review	ISSN-0017-8012	CE		#
273	Harvard Educational Review	ISSN-0017-8055	CE	★	#@
274	Health & Social Work	ISSN-0360-7283	CG		#@
275	Health Education Quarterly	ISSN-0195-8402	CE		#@
276	Health Educator: Journal of Eta Sigma Gamma	---	SP		
277	Higher Education	ISSN-0018-1560	HE		@
278	Higher Education Management	ISSN-1013-851X	HE		
279	Higher Education Policy	ISSN-0952-8733	HE		
280	Higher Education Research and Development	ISSN-0729-4360	HE		
281	Higher Education Review	ISSN-0018-1609	HE		
282	Hiroshima Journal of Mathematics Education	ISSN-0919-1720	SE		
283	Hispania	ISSN-0018-2133	FL		@
284	Hispanic	ISSN-0898-3097	RC		#@
285	Hispanic Journal of Behavioral Sciences	ISSN-0739-9863	RC		@
286	Historical Methods	ISSN-0161-5440	SO		@
287	History Computer Review	ISSN-1087-6758	SO		
288	History of Education	ISSN-0046-760X	SO		#
289	History of Education Quarterly	ISSN-0018-2680	SO		
290	History Teacher	ISSN-0018-2745	SO	★	@
291	Human Communication Research	ISSN-0360-3989	CS		#@
292	Human-Computer Interaction	ISSN-0737-0024	IR		
293	Human Development	ISSN-0018-716X	PS	★	#
294	Human Resource Development Quarterly	ISSN-1044-8004	CE	★	#@
295	Human Services in the Rural Environment	ISSN-0193-9009	RC		@
296	Humanities	ISSN-0018-7526	SO		@
297 298	IALL Journal of Language Learning Technologies (International Association of Learning Laboratories)	ISSN-1050-0049	FL		@
299	Illinois Libraries	ISSN-0019-2104	IR		@
300	Illinois Schools Journal	ISSN-0019-2236	UD		@
301	Industrial and Labor Relations Review	ISSN-0019-7939	CE		#@
302	Industry and Higher Education	ISSN-0950-4222	CE		
303	Infant-Toddler Intervention: The Transdisciplinary Journal	ISSN-1053-5586	EC		
304	Infants and Young Children	ISSN-0896-3746	EC		#@
305	Information Development	ISSN-0266-6669	IR		@
306	Information Outlook	ISSN-1091-0808	IR		
307	Information Processing & Management	ISSN-0306-4573	IR	★	#@
308	Information Services & Use	ISSN-0167-5265	IR		
309	Information Technology and Libraries	ISSN-0730-9295	IR	★	#@
310	Initiatives	ISSN-1042-413X	CG	★	
311	Innovations in Education and Training International	ISSN-1355-8005	IR		#@
312	Innovative Higher Education	ISSN-0742-5627	HE		@
313	Instructional Science	ISSN-0020-4277	IR		#@
314	Instructor	ISSN-1049-5851	SP		#@
315	Intelligence	ISSN-0160-2896	TM		#@
316	Interactive Learning International	ISSN-0748-5743	IR	★	
317	Interchange	ISSN-0826-4805	SP		@
318	Intercollegiate Review: A Journal of Scholarship and Opinion	ISSN-0020-5249	SO		@
319	Interdisciplinary Humanities	ISSN-1056-6139	SO		
320	International Environmental Affairs	ISSN-1041-4665	SE		@
321	International Information and Library Review	ISSN-1057-2317	IR		@
322	International Journal of Aging & Human Development	ISSN-0091-4150	CG		@
323	International Journal of Applied Linguistics	ISSN-0802-6106	FL		
324	International Journal of Behavioral Development	ISSN-0165-0254	PS	★	#
325	International Journal of Computers for Mathematical Learning	ISSN-1382-3892	SE		

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327	International Journal of Early Childhood	ISSN-0020-7187	PS	★		@
328	International Journal of Educational Reform	ISSN-1056-7879	EA	★		
329	International Journal of Educational Research	ISSN-0883-0355	TM	★	#	@
330	International Journal of Environmental Education and Information	ISSN-0144-9281	SE			
331	International Journal of Instructional Media	ISSN-0892-1815	IR	★		
332	International Journal of Lifelong Education	ISSN-0260-1370	CE	★		@
333	International Journal of Rehabilitation Research	ISSN-0342-5282	EC			@
334	International Journal of Science Education	ISSN-0950-0693	SE	★		@
335	International Journal of Social Education	ISSN-0889-0293	SO			@
336	International Labour Review	ISSN-0020-7780	CE		#	@
337	International Migration Review	ISSN-0197-9183	UD			@
338	International Review of Education	ISSN-0020-8566	JC	★		@
339	International Schools Journal	ISSN-0246-7281	EA	★		
340	International Yearbook of Educational Development	---	IR	★		
341	Internet Research	ISSN-1066-2243	IR	★		
342	Internet World	ISSN-1064-3923	IR		#	@
343	Interpersonal Computing and Technology Journal	ISSN-1064-4326	IR			
344	Intervention in School and Clinic	ISSN-1053-4512	EC		#	@
345	IRAL (International Review of Applied Linguistics in Language Teaching)	ISSN-0019-042X	FL	★	#	
346	Issues in Applied Linguistics	ISSN-1050-4273	FL			@
347	Issues in Science and Technology	ISSN-0748-5492	SE		#	@
348	Italica	ISSN-0021-3020	FL			
349	JAC: A Journal of Composition Theory	ISSN-0731-6755	CS	★		@
350	Journal for a Just and Caring Education	ISSN-1076-285X	EA	★	#	
351	Journal for Higher Education Management	ISSN-1077-3398	HE			
352	Journal for Research in Mathematics Education	ISSN-0021-8251	SE	★		@
353	Journal for Specialists in Group Work	ISSN-0193-3922	CG	★		@
354	Journal for the Education of the Gifted	ISSN-0162-3532	EC		#	
355	Journal for Vocational Special Needs Education	ISSN-0195-7597	CE	★	#	@
356	Journal of Academic Librarianship	ISSN-0099-1333	IR	★	#	@
357	Journal of Addictions & Offender Counseling	ISSN-1055-3835	CG	★		@
358	Journal of Adolescence	ISSN-0140-1971	CG		#	@
359	Journal of Adolescent & Adult Literacy	ISSN-1081-3004	CS	★	#	@
360	Journal of Adolescent Research	ISSN-0743-5584	PS	★	#	
361	Journal of Adult Education	---	CE			
362	Journal of Adventure Education and Outdoor Leadership	---	RC	★		
363	Journal of Aesthetic Education	ISSN-0021-8510	SO			@
364	Journal of Agricultural Education	ISSN-1042-0541	CE	★		@
365	Journal of Alcohol and Drug Education	ISSN-0090-1482	CG	★	#	@
366	Journal of American College Health	ISSN-0744-8481	SP		#	@
367	Journal of American History	ISSN-0021-8723	SO		#	@
368	Journal of American Indian Education	ISSN-0021-8731	RC	★		@
369	Journal of Applied Behavior Analysis	ISSN-0021-8855	EC			@
370	Journal of Applied Communication Research	ISSN-0090-9882	CS		#	
371	Journal of Applied Linguistics	---	FL			
372	Journal of Applied Research in the Community College	ISSN-1068-610X	JC	★		
373	Journal of Art and Design Education	ISSN-0260-9991	SO		#	@
374	Journal of Artificial Intelligence in Education	ISSN-1043-1020	IR			@
375	Journal of Athletic Training	ISSN-0160-8320	SP		#	@
376	Journal of Autism and Developmental Disorders	ISSN-0162-3257	EC		#	@
377	Journal of Basic Writing	ISSN-0147-1635	CS	★	#	
378	Journal of Biocommunication	ISSN-0094-2499	SE			@
379	Journal of Biological Education	ISSN-0021-9266	SE		#	@
380	Journal of Black Psychology	ISSN-0095-7984	UD		#	@
381	Journal of Black Studies	ISSN-0021-9347	UD		#	@
382	Journal of Blacks in Higher Education	ISSN-1077-3711	UD	★		@
383	Journal of Broadcasting and Electronic Media	ISSN-0883-8151	IR		#	@
384	Journal of Business and Technical Communication	ISSN-1050-6519	CS		#	@

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386	Journal of CAPEA (California Association of Professors of Educational Administration)	ISSN-1064-4474	EA		
387	Journal of Career Assessment	ISSN-1069-0727	CE		
388	Journal of Career Development	ISSN-0894-8453	CE	★	#@
389	Journal of Career Planning & Employment	ISSN-0884-5352	CG		#@
390	Journal of Chemical Education	ISSN-0021-9584	SE		#@
391	Journal of Child & Adolescent Substance Abuse	ISSN-1067-828X	CG		
392	Journal of Child Language	ISSN-0305-0009	FL		#@
393	Journal of Child Sexual Abuse	ISSN-1053-8712	CG		
394	Journal of Childhood Communication Disorders	ISSN-0735-3170	EC	★	@
395	Journal of Chinese Linguistics	ISSN-0091-3723	FL		
396	Journal of Classroom Interaction	ISSN-0749-4025	SP		@
397	Journal of College Admission	ISSN-0734-6670	CG		#@
398	Journal of College and University Law	ISSN-0093-8688	HE		@
399	Journal of College Science Teaching	ISSN-0047-231X	SE	★	#
400	Journal of College Student Development	ISSN-0897-5264	CG	★	#@
401	Journal of Communication	ISSN-0021-9916	CS		#@
402	Journal of Communication Disorders	ISSN-0021-9924	EC		#@
403	Journal of Computer Assisted Learning	ISSN-0266-4909	IR		#@
404	Journal of Computer Science Education	ISSN-1040-7553	SE		
405	Journal of Computers in Mathematics and Science Teaching	ISSN-0731-9258	SE	★	@
406	Journal of Computing in Childhood Education	ISSN-1043-1055	PS	★	
407	Journal of Computing in Higher Education	ISSN-1042-1726	HE		@
408	Journal of Computing in Teacher Education	ISSN-1040-2454	SP		
409	Journal of Conflict Resolution	ISSN-0022-0027	CG		
410	Journal of Consulting and Clinical Psychology	ISSN-0022-006X	CG		#
411	Journal of Consumer Affairs	ISSN-0022-0078	CE		#@
412	Journal of Continuing Education in the Health Professions	ISSN-0894-1912	CE	★	
413	Journal of Continuing Higher Education	ISSN-0737-7363	CE	★	
414	Journal of Cooperative Education	ISSN-0022-0132	CE	★	@
415	Journal of Correctional Education	ISSN-0022-0159	CE	★	
416	Journal of Counseling & Development	ISSN-0748-9633	CG	★	#
417	Journal of Counseling Psychology	ISSN-0022-0167	CG	★	#@
418	Journal of Creative Behavior	ISSN-0022-0175	EC		@
419	Journal of Cross-Cultural Psychology	ISSN-0022-0221	UD		#@
420	Journal of Curriculum and Supervision	ISSN-0882-1232	EA	★	
421	Journal of Curriculum Studies	ISSN-0022-0272	SO		#@
422	Journal of Dental Education	ISSN-0022-0337	HE		#@
423	Journal of Developmental Education	ISSN-0894-3907	JC		#@
424	Journal of Distance Education	ISSN-0830-0445	IR		
425	Journal of Documentation	ISSN-0022-0418	IR		#@
426	Journal of Drug Education	ISSN-0047-2379	CG	★	@
427	Journal of Early Adolescence	ISSN-0272-4316	PS	★	#@
428	Journal of Early Childhood Teacher Education	ISSN-1090-1027	PS	★	
429	Journal of Early Intervention	ISSN-1053-8151	EC	★	@
430	Journal of Economic Education	ISSN-0022-0485	SO	★	@
431	Journal of Education	ISSN-0022-0574	UD	★	#@
432	Journal of Education and Work	ISSN-1363-9080	CE		
433	Journal of Education Finance	ISSN-0098-9495	EA	★	@
434	Journal of Education for Business	ISSN-0883-2323	CE		#@
435	Journal of Education for Library and Information Science	ISSN-0748-5786	IR		@
436	Journal of Education for Students Placed at Risk (JESPAR)	ISSN-1082-4669	UD	★	
437	Journal of Education for Teaching	ISSN-0260-7476	SP	★	@
438	Journal of Educational Administration	ISSN-0957-8234	EA	★	#@
439	Journal of Educational Administration and Foundations	ISSN-0831-3318	EA	★	
440	Journal of Educational and Behavioral Statistics	ISSN-1076-9986	TM	★	@
441	Journal of Educational Computing Research	ISSN-0735-6331	IR		@
442	Journal of Educational Issues of Language Minority Students	•••	FL		
443	Journal of Educational Measurement	ISSN-0022-0655	TM	★	@
444	Journal of Educational Media	ISSN-1358-1651	IR		

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446	Journal of Educational Psychology	ISSN-0022-0663	TM	★ #@
447	Journal of Educational Research	ISSN-0022-0671	SP	★ #@
448	Journal of Educational Technology Systems	ISSN-0047-2395	IR	@
449	Journal of Educational Thought	ISSN-0022-0701	JC	★ @
450	Journal of Elementary Science Education	---	SE	★
451	Journal of Emotional and Behavioral Disorders	ISSN-1063-4266	EC	★ #
452	Journal of Employment Counseling	ISSN-0022-0787	CG	★ @
453	Journal of Engineering Education	ISSN-1069-4730	SE	
454	Journal of Environmental Education	ISSN-0095-8964	SE	★ #@
455	Journal of Environmental Health	ISSN-0022-0892	SE	#@
456	Journal of European Industrial Training	ISSN-0309-0590	CE	#
457	Journal of Experiential Education	ISSN-1053-8259	RC	★ @
458	Journal of Experimental Child Psychology	ISSN-0022-0965	PS	★ #@
459	Journal of Experimental Education	ISSN-0022-0973	TM	#@
460	Journal of Extension	ISSN-0022-0140	CE	@
461	Journal of Family and Consumer Sciences	ISSN-1082-1651	CE	#
462	Journal of Family Issues	ISSN-0192-513X	CG	#
463	Journal of Family Social Work	ISSN-1052-2158	CG	
464	Journal of Film and Video	ISSN-0724-4671	CS	#@
465	Journal of General Education	ISSN-0021-3667	JC	#@
466	Journal of Geography	ISSN-0022-1341	SO	★ @
467	Journal of Geography in Higher Education	ISSN-0309-8265	SO	@
468	Journal of Geological Education	ISSN-0022-1368	SE	@
469	Journal of Government Information	ISSN-1352-0237	IR	@
470	Journal of Health Education	ISSN-1055-6699	SP	#@
471	Journal of High School Science Research	ISSN-1057-6932	SE	
472	Journal of Higher Education	ISSN-0022-1546	HE	★ #@
473	Journal of Higher Education Policy and Management	ISSN-1360-080X	HE	
474	Journal of Human Resources	ISSN-0022-166X	CE	#
475	Journal of Humanistic Education and Development	ISSN-0735-6846	CG	★ #@
476	Journal of Industrial Teacher Education	ISSN-0022-1864	CE	★ @
477	Journal of Information Science—Principles and Practices	ISSN-0165-5515	IR	
478	Journal of Information Technology for Teacher Education	ISSN-0962-029X	SP	
479	Journal of Instruction Delivery Systems	ISSN-0892-4872	IR	
480	Journal of Intellectual and Developmental Disability	ISSN-0726-3864	EC	@
481	Journal of Intensive English Studies	ISSN-0899-885X	FL	
482	Journal of Interactive Instruction Development	ISSN-1040-0370	IR	
483	Journal of Intergroup Relations	ISSN-0047-2492	UD	@
484	Journal of Interpersonal Violence	ISSN-0886-2605	CG	#@
485	Journal of Invitational Theory and Practice	ISSN-1060-6041	CG	
486	Journal of Language for International Business	ISSN-8755-0504	FL	@
487	Journal of Law and Education	ISSN-0275-6072	EA	★ @
488	Journal of Learning Disabilities	ISSN-0022-2194	EC	★ #@
489	Journal of Legal Education	ISSN-0022-2208	HE	@
490	Journal of Leisure Research	ISSN-0022-2216	SP	#@
491	Journal of Library Administration	ISSN-0193-0826	IR	
492	Journal of Literacy Research	ISSN-1086-296X	CS	
493	Journal of Management Development	ISSN-0262-1711	CE	#
494	Journal of Marital and Family Therapy	ISSN-0194-472X	CG	★ #
495	Journal of Marketing for Higher Education	ISSN-0884-1241	HE	
496	Journal of Marriage and the Family	ISSN-0022-2445	CG	#@
497	Journal of Mathematical Behavior	ISSN-0732-3123	SE	★ #@
498	Journal of Mental Health Counseling	ISSN-0193-1830	CG	★ #@
499	Journal of Moral Education	ISSN-0305-7240	SO	★ #@
500	Journal of Multicultural Counseling and Development	ISSN-0883-8534	CG	★ #@
501	Journal of Multicultural Social Work	---	RC	
502	Journal of Multilingual and Multicultural Development	ISSN-0143-4632	FL	★ @
503	Journal of Natural Resources and Life Sciences Education	ISSN-1059-9053	SE	@
504	Journal of Navajo Education	ISSN 1042-3265	RC	★

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506	Journal of Offender Rehabilitation	ISSN-1050-9674	CG	★		
507	Journal of Personal & Interpersonal Loss	ISSN-1081-1443	CG			
508	Journal of Personnel Evaluation in Education	ISSN-0920-525X	TM	★	#	
509	Journal of Physical Education, Recreation and Dance	ISSN-0730-3084	SP		#	@
510	Journal of Poetry Therapy	ISSN-0889-3675	CS			
511	Journal of Postsecondary Education and Disability	---	HE			
512	Journal of Professional Nursing	ISSN-8755-7223	CE		#	@
513	Journal of Research and Development in Education	ISSN-0022-426X	SP	★		
514	Journal of Research in Childhood Education	ISSN-0256-8543	PS	★		@
515	Journal of Research in Crime and Delinquency	ISSN-0022-4278	CG		#	@
516	Journal of Research in Education	---	UD			
517	Journal of Research in Music Education	ISSN-0022-4292	SO			
518	Journal of Research in Reading	ISSN-0141-0423	CS	★		@
519	Journal of Research in Rural Education	ISSN-8756-0534	RC	★		@
520	Journal of Research in Science Teaching	ISSN-0022-4308	SE	★	#	@
521	Journal of Research on Adolescence	ISSN-1050-8392	PS	★	#	
522	Journal of Research on Christian Education	ISSN-1065-6219	SP			
523	Journal of Research on Computing in Education	ISSN-0888-6504	IR		#	@
524	Journal of Rural Studies	ISSN-0743-0167	RC			@
525	Journal of School Health	ISSN-0022-4391	SP	★	#	@
526	Journal of School Leadership	ISSN-1052-6846	EA	★	#	@
527	Journal of School Psychology	ISSN-0022-4405	CG	★	#	@
528	Journal of Science Education and Technology	ISSN-1059-0145	SE	★	#	@
529	Journal of Science for Persons with Disabilities	---	SE			
530	Journal of Science Math Education in Southeast Asia	ISSN-0126-7663	SE			
531	Journal of Science Teacher Education	ISSN-1046-560X	SE	★		
532	Journal of Second Language Writing	ISSN-1060-3743	FL			
533	Journal of Secondary Gifted Education	ISSN-1077-4610	EC			
534	Journal of Social Issues	ISSN-0022-4537	UD		#	@
535	Journal of Social Psychology	ISSN-0022-4545	SO		#	@
536	Journal of Social Studies Research	---	SO			
537	Journal of Social Theory in Art Education	---	SO			
538	Journal of Social Work Education	ISSN-1043-7797	HE			
539	Journal of Special Education	ISSN-0022-4669	EC	★	#	@
540	Journal of Special Education Technology	---	EC	★	#	
541	Journal of Speech, Language, and Hearing Research	ISSN-1092-4388	EC			
542	Journal of Staff Development	ISSN-0276-928X	SP	★	#	
543	Journal of Student Financial Aid	---	HE			
544	Journal of Teacher Education	ISSN-0022-4871	SP	★	#	@
545	Journal of Teaching in Physical Education	ISSN-0273-5024	SP			@
546	Journal of Teaching Writing	ISSN-0735-1259	CS	★		@
547	Journal of Technical Writing and Communication	ISSN-0047-2816	CS			@
548	Journal of Technology and Teacher Education	ISSN-1059-7069	IR			
549	Journal of Technology Education	ISSN-1045-1064	CE			
550	Journal of Technology Studies	ISSN-1071-6084	CE	★		
551	Journal of the American Society for Information Science (JASIS)	ISSN-0002-8231	IR	★	#	@
552	Journal of the Association for Communication Administration (JACA)	ISSN-0360-0939	CS	★		@
553	Journal of the Association for Persons with Severe Handicaps	ISSN-0749-1425	EC			
554	Journal of the Chinese Language Teachers Association	ISSN-0009-4595	FL			@
555	Journal of the Community Development Society	ISSN-0010-3829	CE			@
556	Journal of the Freshman Year Experience & Students in Transition	ISSN-1053-203X	HE			
557	Journal of the International Council for Health, Physical Education, Recreation, Sport, and Dance	ISSN-1046-3380	SP			@
558	Journal of the Middle States Council for the Social Studies	ISSN-0739-8069	SO			
559	Journal of Urban and Cultural Studies	ISSN-1054-1802	UD			
560	Journal of Urban Technology	ISSN-1063-0732	UD			
561	Journal of Visual Impairment and Blindness	ISSN-0145-482X	EC		#	
562	Journal of Visual Literacy	ISSN-1051-144X	IR			
563	Journal of Vocational and Technical Education	ISSN-0010-3829	CE			@
564	Journal of Vocational Behavior	ISSN-0001-8791	CE	★	#	@

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566	Journal of Vocational Education Research	ISSN-0739-3369	CE	★	@
567	Journal of World History	ISSN-1045-6007	SO		@
568	Journal of Youth and Adolescence	ISSN-0047-2891	TM		#@
569	Journal of Youth Services in Libraries	ISSN-0894-2498	IR		@
570	Journal on Excellence in College Teaching	ISSN-1052-4800	HE		
571	Journalism and Mass Communication Educator	ISSN-1077-6958	CS	★	#
572	Journalism and Mass Communication Quarterly	ISSN-1077-6990	CS		#
573	Labour Education	ISSN-0378-5467	CE		
574	Language	ISSN-0097-8507	FL		#
575	Language & Communication	ISSN-0271-5309	FL		#@
576	Language Acquisition: A Journal of Developmental Linguistics	ISSN-1048-9223	FL		
577	Language and Cognitive Processes	ISSN-0169-0965	FL		#
578	Language and Education	ISSN-0950-0782	FL		@
579	Language Arts	ISSN-0360-9170	CS	★	#
580	Language Awareness	---	FL		
581	Language, Culture, and Curriculum	ISSN-0790-8318	FL		@
582	Language in Society	ISSN-0047-4045	FL		@
583	Language Learning	ISSN-0023-8333	FL	★	#@
584	Language Learning Journal	ISSN-0957-1736	FL	★	
585	Language Problems and Language Planning	ISSN-0272-2690	FL		@
586	Language Quarterly	---	FL		
587	Language Sciences	ISSN-0388-0001	FL		@
588	Language, Speech, and Hearing Services in Schools	ISSN-0161-1461	EC		@
589	Language Testing	ISSN-0265-5322	FL		@
590	Language Variation and Change	ISSN-0954-3945	FL		@
591	LD Forum (Learning Disabilities)	---	EC	★	
592	Learning	ISSN-0090-3167	SP		#
593	Learning (Canada)	ISSN-0381-1387	CE		
594	Learning and Instruction	ISSN-0959-4752	TM		@
595	Learning and Leading with Technology	ISSN-1082-5754	IR		@
596	Learning Disabilities: A Multidisciplinary Journal	ISSN-1046-6819	EC	★	
597	Learning Disabilities Research and Practice	ISSN-0938-8982	EC	★	#
598	Learning Disability Quarterly	ISSN-0731-9487	EC	★	#
599	Legacy	ISSN-1052-3774	SE		@
600	Liberal Education	ISSN-0024-1822	HE		@
601	Library & Information Science Research	ISSN-0740-8188	IR		#@
602	Library Administration and Management	ISSN-0888-4463	IR	★	#@
603	Library and Information Science Research	ISSN-0740-8188	IR	★	#@
604	Library Hi Tech	ISSN-0737-8831	IR		@
605	Library HiTech News	ISSN 0741-9058	IR		
606	Library Journal	ISSN-0363-0277	IR		#@
607	Library Quarterly	ISSN-0024-2519	IR		#@
608	Library Resources & Technical Services	ISSN-0024-2527	IR		#@
609	Library Software Review	ISSN-0742-5759	IR		#@
610	Library Trends	ISSN-0024-2594	IR	★	#@
611	Linguistics and Education	ISSN-0898-5898	FL		@
612	Louisiana Social Studies Journal	---	SO		
613	Machine-Mediated Learning	ISSN-0732-6718	IR		
614	Management Communication Quarterly	ISSN-0893-3189	CS		#@
615	Mathematical Cognition	ISSN-1354-6791	SE		
616	Mathematics and Computer Education	ISSN-0730-8639	SE		@
617	Mathematics Education Research Journal	ISSN-1033-2170	SE		
618	Mathematics Educator	ISSN-1062-9017	SE		
619	Mathematics in School	ISSN-0305-7259	SE		@
620	Mathematics Teacher	ISSN-0025-5769	SE	★	#@
621	Mathematics Teaching in the Middle School	ISSN-1072-0839	SE	★	@
622	Measurement and Evaluation in Counseling and Development	ISSN-0748-1756	CG	★	#@

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624	Medical Teacher	ISSN-0142-159X	SE	#
625	Mental Retardation	ISSN-0047-6765	EC	@
626	Mercury	ISSN-0047-6773	SE	#@
627	Merrill-Palmer Quarterly	ISSN-0272-930X	PS ★	#
628	Metropolitan Universities: An International Forum	ISSN-1047-8485	HE	@
629	Michigan Community College Journal: Research & Practice	ISSN-1081-9428	JC	
630	Michigan Social Studies Journal	---	SO	
631	Microcomputers for Information Management	ISSN-0742-2343	IR	#
632	Microform Review	ISSN-0002-6530	IR	@
633	Mid-Western Educational Researcher	ISSN-1056-3997	RC ★	
634	Migration World Magazine	ISSN-1058-5095	UD	@
635	Modern Language Journal	ISSN-0026-7902	FL ★	#@
636	Momentum	ISSN-0026-914X	JC	#
637	Monographs of the Society for Research in Child Development	ISSN-0037-976X	PS ★	
638	Montessori Life	ISSN-1054-0040	PS	
639	Monthly Labor Review	ISSN-0098-1818	CE	#@
640	Moral Education Forum	ISSN-0163-6480	SO	
641	Mosaic	ISSN-1195-7131	FL	#
642	Multicultural Education	ISSN-1068-3844	UD ★	
643	Multicultural Education Journal	ISSN-0823-6283	UD	
644	MultiCultural Review	ISSN-1058-9236	UD ★	@
645	MultiMedia Schools	ISSN-1075-0479	IR	
646	Multivariate Behavioral Research	ISSN-0027-3171	TM	
647	Music Educators Journal	ISSN-0027-4321	SO	
648	N&HC: Perspectives on Community (Nursing & Health Care)	ISSN-1081-8731	CE	@
649	NACADA Journal (National Academic Advising Association)	ISSN-0271-9517	HE	
650	NAMTA Journal (North American Montessori Teachers Association)	---	PS	
651	NASPA Journal (National Association of Student Personnel Administrators)	ISSN-0027-6021	CG ★	@
652	NASSP Bulletin (National Association of Secondary School Principals)	ISSN-0192-6365	EA ★	@
653	National Forum: The Phi Kappa Phi Journal	ISSN-0162-1831	HE	
654	National Parks	ISSN-0276-8186	SE	@
655	Native Americas	---	RC	
656	Native Peoples: The Arts and Lifeways	ISSN-0895-7606	RC	
657	Nature Study	ISSN-0028-0860	SE	@
658	NCA Quarterly (North Central Association of Colleges and Schools)	ISSN 1043-3511	JC	
659	NCSSSMST Journal (National Consortium for Specialized Secondary Schools of Mathematics, Science, and Technology)	---	SE	
660	Negro Educational Review	---	UD	
661	New Advocate	ISSN-0895-1381	CS ★	
662	New Directions for Adult and Continuing Education	ISSN-0195-2242	CE ★	@
663	New Directions for Child Development	ISSN-0195-2269	PS ★	#@
664	New Directions for Community Colleges	ISSN-0194-3081	JC ★	@
665	New Directions for Evaluation	ISSN-0164-7989	TM	@
666	New Directions for Higher Education	ISSN-0271-0560	HE ★	@
667	New Directions for Institutional Research	ISSN-0271-0579	HE	#@
668	New Directions for Student Services	ISSN-0164-7970	CG ★	@
669	New Directions for Teaching and Learning	ISSN-0271-0633	HE	@
670	New England Journal of History	---	SO	
671	New England Journal of Public Policy	ISSN-0749-016X	UD	
672	New Ground	ISSN-1016-9075	SE	
673	New Schools, New Communities	ISSN-1077-2936	UD ★	#@
674	New York State Mathematics Teachers' Journal	---	SE	
675	New Zealand Journal of Geography	ISSN-0028-8292	SO	@
676	NHSA Journal (National Head Start Association)	---	PS	
677	Now and Then	ISSN-0896-2693	RC	
678	Nurse Education Today	ISSN-0260-6917	CE	#
679	Nursing Outlook	ISSN-0029-6554	CE	#@

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681	Occupational Therapy Journal of Research	ISSN-0276-1599	CE		@
682	OCSS Review (Ohio Council for Social Studies)	ISSN-1050-2130	SO		@
683	Office Systems Research Journal	ISSN-0737-8998	CE		
684	Ohio Journal of School Mathematics	---	SE		
685	Ohio Journal of Science	ISSN-0030-0950	SE		#@
686	Ohio Reading Teacher	ISSN-0030-1035	CS	★	@
687	On-Call	ISSN-1034-571X	FL		
688	Online	ISSN-0146-5422	IR		#@
689	Online & CD-ROM Review	---	IR		#
690	Online Libraries and Microcomputers	ISSN-0737-7770	IR		@
691	Online Review	ISSN-0309-314X	IR		
692	Open Learning	ISSN-0268-0513	IR		
693	Open Letter	ISSN-1035-4727	FL		
694	Optometric Education	ISSN-0098-6917	HE		
695	Organization of American Historians (OAH) Magazine of History	ISSN-0882-228X	SO	★	
696	Our Children	ISSN-1083-3080	SE		
697	Our Planet	ISSN-1013-739X	SE		
698	Outdoor Network Newsletter	---	RC		
699	Oxford Review of Education	ISSN-0305-4985	SO		#@
700	Paedagogica Historica	ISSN-0030-9230	SO		@
701	Parks and Recreation	ISSN-0031-2215	SP		#@
702	Past Sixteen Science Issues (PSSI) Forum	ISSN-0959-8820	SE		
703	Pathways: The Ontario Journal of Outdoor Education	---	RC	★	
704	Pathways to Outdoor Communication	ISSN-1077-5110	RC		
705	Peabody Journal of Education	ISSN-0161-956X	SP	★	
706	Peer Facilitator Quarterly	ISSN-0741-2282	SP		
707	Performance Improvement	---	IR		
708	Performance Improvement Quarterly	ISSN-0898-5952	IR		@
709	Perspectives in Education and Deafness	ISSN-1051-6204	EC		@
710	Perspectives on Political Science	ISSN-1045-7097	SO		@
711	Phi Delta Kappan	ISSN-0031-7217	EA	★	#@
712	Physical Educator	ISSN-0031-8981	SP		@
713	Physician and Sportsmedicine	ISSN-0091-3847	SP		#@
714	Physics Education	ISSN-0031-9120	SE		#@
715	Physics Education (India)	ISSN-0970-5953	SE		
716	Physics Teacher	ISSN-0031-921X	SE	★	#
717	Planning for Higher Education	ISSN-0736-0983	HE		#@
718	Policy Review	ISSN-0146-5945	UD		#@
719	Population Education in Asia and the Pacific Newsletter and Forum	ISSN-0251-4621	SE		
720	Population Research and Policy Review	ISSN-0167-5923	SE		#@
721	Pre-Text: A Journal of Rhetorical Theory	ISSN-0731-0714	CS		@
722	Preventing School Failure	ISSN-1045-988X	EC	★	#
723	Primary Science Review	ISSN-0269-2465	SE		
724	Primus	ISSN-1051-1970	SE		
725	Principal	ISSN-0271-6062	EA	★	#
726	Prospect: A Journal of Australian TESOL	ISSN-0814-7094	FL		@
727	Prospects	ISSN-0033-1538	SO		
728	PS: Political Science and Politics	ISSN-1049-0965	SO		#@
729	Psychological Assessment	ISSN-1040-3590	TM	★	#@
730	Psychological Review	ISSN-0033-259X	TM		#
731	Psychology in the Schools	ISSN-0033-3085	CG	★	#@
732	Psychology of Women Quarterly	ISSN-0361-6843	UD		#@
733	Psychometrika	ISSN-0033-3123	TM		#@
734	Public-Access Computer Systems Review	ISSN-1048-6542	IR		
735	Public Administration Review	ISSN-0033-3352	CE		#@
736	Public Interest	ISSN-0033-3557	UD		#@

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739	Public Relations Review	ISSN-0363-8111	CS		#@
740	Quality in Higher Education	ISSN-1353-8322	HE		
741	Quantum	ISSN-1048-8820	SE		@
742	Quarterly Journal of Speech	ISSN-0033-5630	CS		#
743	Quarterly of the National Writing Project and the Center for the Study of Writing and Literacy	ISSN-0896-3592	CS		@
744	Quest	ISSN-0033-6297	SP		@
745	Quill and Scroll	ISSN-0033-6505	CS		@
746	Rassegna Italiana di Linguistica Applicata	---	FL		
747	RE:view	ISSN-0899-1510	EC		@
748	READ Perspectives	---	FL		
749	Reading	ISSN-0034-0472	CS	★	@
750	Reading and Writing: An Interdisciplinary Journal	ISSN-0922-4777	CS	★	#@
751	Reading and Writing Quarterly: Overcoming Learning Difficulties	ISSN-0748-7630	CS		#@
752	Reading Horizons	ISSN-0034-0502	CS	★	@
753	Reading Improvement	ISSN-0034-0510	CS	★	@
754	Reading in a Foreign Language	ISSN-0264-2425	FL		@
755	Reading Psychology	ISSN-0270-2711	CS		#@
756	Reading Research and Instruction	ISSN-0886-0246	CS		#@
757	Reading Research Quarterly	ISSN-0034-0553	CS	★	@
758	Reading Teacher	ISSN-0034-0561	CS	★	#@
759	Reclaiming Children and Youth: Journal of Emotional and Behavioral Problems	ISSN-1089-5701	CG		
760	Reference Librarian	ISSN-0276-3877	IR		
761	Rehabilitation Counseling Bulletin	ISSN-0034-3552	CG	★	@
762	Religion & Public Education	---	SO		
763	Religious Education	ISSN-0034-4087	SO		@
764	Remedial and Special Education	ISSN-0741-9325	EC	★	@
765	Research and Teaching in Developmental Education	ISSN-1046-3364	JC	★	@
766	Research in Developmental Disabilities	ISSN-0891-4222	EC		#@
767	Research in Higher Education	ISSN-0361-0365	HE	★	#@
768	Research in Middle Level Education Quarterly	ISSN-1082-5541	PS	★	
769	Research in Science and Technological Education	ISSN-0263-5143	SE	★	
770	Research in Science Education	ISSN-0157-244X	SE	★	
771	Research in the Teaching of English	ISSN-0034-527X	CS	★	
772	Research Management Review	---	HE		
773	Research on Language and Social Interaction	---	FL		
774	Research on Social Work Practice	ISSN-1049-7315	CG		#@
775	Research Papers in Education: Policy & Practice	ISSN-0267-1522	SP		
776	Research Quarterly for Exercise and Sport	ISSN-0270-1367	SP		#@
777	Research Strategies	ISSN-0734-3310	IR		#@
778	Resource Recycling	ISSN-0744-4710	SE		@
779	Review of Educational Research	ISSN-0034-6543	TM	★	#@
780	Review of Higher Education	ISSN-0162-5748	HE	★	@
781	Rhetoric Review	ISSN-0735-0198	CS		@
782	Roeper Review	ISSN-0278-3193	EC		#@
783	RQ (Reference Quarterly)	ISSN-0033-7072	IR		#@
784	RSR: Reference Services Review	ISSN-0090-7324	IR		#@
785	Rural Conditions and Trends	---	RC		
786	Rural Development Perspectives	ISSN-0271-0171	RC		
787	Rural Educator	ISSN-0273-446X	RC	★	
788	Rural Sociology	ISSN-0036-0112	RC		#@
789	Rural Special Education Quarterly	ISSN-8756-8705	RC	★	@
790	Russian Education and Society	ISSN-1060-9393	SO		#@
791	Russian Language Journal	ISSN-0036-0252	RC		

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793	Scholastic Early Childhood Today	ISSN-1070-1214	PS	
794	SCHOLE: Journal of Leisure Studies and Recreation Education	---	SP	
795	School Administrator	ISSN-0036-6439	EA ★	@
796	School Arts	ISSN-0036-6463	SO	#@
797	School Business Affairs	ISSN-0036-651X	EA	#
798	School Community Journal	ISSN-1059-308X	EA	
799	School Counselor	ISSN-0036-6536	CG ★	#@
800	School Effectiveness and School Improvement	---	EA ★	
801	School Library Journal	ISSN-0362-8930	IR	#@
802	School Library Media Activities Monthly	ISSN-0889-9371	IR	
803	School Library Media Annual (SLMA)	ISSN-0739-7712	IR ★	
804	School Library Media Quarterly	ISSN-0278-4823	IR ★	@
805	School Organisation	ISSN-0260-1362	EA ★	
806	School Planning and Management	ISSN-1086-4628	EA	
807	School Psychology Quarterly	ISSN-1045-3830	CG ★	#@
808	School Psychology Review	ISSN-0279-6015	TM	#@
809	School Science and Mathematics	ISSN-0036-6803	SE ★	#@
810	School Science Review	ISSN-0036-6811	SE	@
811	Schools in the Middle	ISSN-0276-4482	PS	@
812	Science Activities	ISSN-0036-8121	SE ★	@
813	Science and Children	ISSN-0036-8148	SE ★	@
814	Science Communication	ISSN-0075-5470	IR	#
815	Science Education	ISSN-0036-8326	SE ★	#@
816	Science Education International	---	SE	
817	Science News	ISSN-0036-8423	SE	#
818	Science Scope	ISSN-0887-2376	SE ★	@
819	Science Teacher	ISSN-0036-8555	SE ★	#@
820	Science, Technology and Human Values	ISSN-0162-2439	SE	@
821	Scientific Journal of Orienteering	---	RC	
822	Scottish Educational Review	ISSN-0141-9072	RC ★	
823	Second Language Research	ISSN-0267-6583	FL	@
824	Sex Roles: A Journal of Research	ISSN-0360-0025	UD	#@
825	Sign Language Studies	ISSN-0302-1475	FL	@
826	Signs: Journal of Women in Culture and Society	ISSN-0097-9740	UD	#@
827	Simulation & Gaming	ISSN-1046-8781	IR	#@
828	SKOLE: The Journal of Alternative Education	ISSN 1056 9197	RC	
829	Slavic and East European Journal	ISSN-0037-6752	FL	#@
830	Small Business Forum	ISSN-1053-4695	CE	#
831	Small Town	---	RC	
832	Social Education	ISSN-0037-7724	SO ★	#@
833	Social Forces	ISSN-0037-7732	RC	#@
834	Social Policy	ISSN-0037-7783	UD	#@
835	Social Science Quarterly	ISSN-0038-4941	SO	#@
836	Social Science Record	ISSN-0037-7872	SO	@
837	Social Studies	ISSN-0037-7996	SO ★	#@
838	Social Studies and the Young Learner	---	SO ★	
839	Social Studies Journal	ISSN-0886-9286	SO	
840	Social Studies Professional	---	SO	
841	Social Studies Review	ISSN-1056-6325	SO	#@
842	Social Studies Texan	ISSN-1056-4675	SO	
843	Social Work	ISSN-0037-8046	CG	#@
844	Social Work in Education	ISSN-0162-7961	CG ★	
845	Social Work Research	ISSN-1070-5309	CG	
846	Society	ISSN-0147-2011	UD	#@
847	Society of Research Administrators (SRA) Journal	ISSN 1062-8142	HE	
848	Sociology of Education	ISSN-0038-0407	SO ★	#
849	Sociology of Sport Journal	ISSN-0741-1235	SP	@
850	South African Journal of Higher Education	ISSN-1011-3487	HE	
851	Southern Communication Journal	ISSN-0361-8269	CS	#@

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852	Southern Rural Sociology	---	RC		
853	Southern Social Studies Journal	ISSN-1047-7942	SO		
854	Special Services in the Schools	ISSN-0739-9820	CG		
855	Stage of the Art	ISSN-1080-7268	CS	★	
856	Strategies	ISSN-0892-4562	SP		@
857	Structural Equation Modeling	ISSN-1070-5511	TM	★	
858	Student Press Review	ISSN-0036-6730	CS		
859	Studies in American Indian Literatures	ISSN-0730-3238	RC		
860	Studies in Art Education	ISSN-0039-3541	SO		@
861	Studies in Continuing Education	ISSN-0158-037X	CE	★	
862	Studies in Educational Evaluation	ISSN-0191-491X	TM	★	#
863	Studies in Higher Education	ISSN-0307-5079	HE		@
864	Studies in Second Language Acquisition	ISSN-0272-2631	FL		#@
865	Studies in the Education of Adults	ISSN-0266-0830	CE	★	@
866	Suicide and Life-Threatening Behavior	ISSN-0363-0234	CG		#@
867	System	ISSN-0346-251X	FL		
868	T.H.E. Journal (Technical Horizons in Education)	ISSN 0192-592X	IR		
869	Teacher Education and Practice	---	SP		
870	Teacher Education and Special Education	---	EC	★	
871	Teacher Education Quarterly	ISSN-0737-5328	SP		#@
872	Teacher Educator	ISSN-0887-8730	SP	★	
873	Teacher Magazine	ISSN-1046-6193	SP		#@
874	Teachers & Writers	ISSN-0739-0084	CS	★	
875	Teachers College Record	ISSN-0161-4681	SP	★	#@
876	Teaching and Change	ISSN-1068-378X	SP		#
877	Teaching and Teacher Education	ISSN-0742-051X	SP	★	#
878	Teaching Children Mathematics	ISSN-1073-5836	SE	★	@
879	Teaching Education	ISSN-1047-6210	SP		@
880	Teaching English in the Two-Year College	ISSN-0098-6291	CS	★	
881	Teaching Exceptional Children	ISSN-0040-0599	EC	★	@
882	Teaching History: A Journal of Methods	ISSN-0730-1383	SO	★	@
883	Teaching in Higher Education	ISSN-1356-2517	HE		
884	Teaching of Psychology	ISSN-0098-6283	SO		
885	Teaching Pre K-8	ISSN-0891-4508	PS		#
886	Teaching Sociology	ISSN-0092-055X	SO		
887	Teaching Statistics	ISSN-0141-982X	SE		
888	Teaching Theatre	---	CS	★	
889	Teaching Tolerance	---	UD		
890	Tech Directions	ISSN-1062-9351	CE		@
891	Technical Communication: Journal of the Society for Technical Communication	ISSN-0049-3155	CS		#@
892	Technical Communication Quarterly	ISSN-0888-4323	CS		@
893	Techniques: Making Education and Career Connections	---	CE		#
894	Technology & Learning	ISSN-1053-6728	IR		# @
895	Technology Connection	ISSN-1074-4851	IR		
896	Technology Teacher	ISSN-0746-3537	CE		@
897	Technos	ISSN-1060-5649	IR		@
898	TechTrends	ISSN-8756-3894	IR	★	@
899	TESL Canada Journal (Teaching English as a Second Language)	ISSN-0826-435X	FL		
900	TESL Talk (Teaching English as a Second Language)	ISSN-0700-1584	FL	★	
901	TESOL Journal (Teachers of English to Speakers of Other Languages)	ISSN-1056-7941	FL		@
902	TESOL Quarterly (Teachers of English to Speakers of Other Languages)	ISSN 0039-8322	FL	★	#
903	Texas Child Care	ISSN-1049-9466	PS		
904	Theory and Research in Social Education	ISSN-0093-3104	SO	★	#@
905	Theory into Practice	ISSN-0040-5841	SP	★	#@
906	Therapeutic Recreation Journal	ISSN-0040-5914	SP		@
907	Third World Libraries	ISSN-1052-3049	IR		
908	Thought & Action	ISSN-0748-8475	HE		@
909	Thresholds in Education	ISSN-0196-9541	EA	★	
910	Topics in Early Childhood Special Education	ISSN-0271-1214	EC	★	@

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911	Topics in Language Disorders	ISSN-0271-8294	EC	★	#	@
912	Training	ISSN-0095-5892	CE		#	@
913	Training and Development	ISSN-1055-9760	CE		#	@
914	Tribal College	---	JC			
915	Trusteeship	---	HE		#	
916	Unterrichtspraxis (Teaching Grammar)	ISSN-0042-062X	FL			
917	Update on Law-Related Education	ISSN-0147-8648	SO			
918	Urban Affairs Quarterly	ISSN-0042-0816	UD		#	@
919	Urban Anthropology and Studies of Cultural Systems and World Economic Development	ISSN-0894-6019	UD			@
920	Urban Education	ISSN-0042-0859	UD	★	#	@
921	Urban League Review	ISSN-0147-1740	UD		#	@
922	Urban Review	ISSN-0042-0972	UD	★	#	@
923	Use of English	ISSN-0042-1243	CS	★		@
924	Visible Language	ISSN-0022-2224	CS			@
925	Visual Arts Research	ISSN-0736-0770	SO			@
926	Vocational Training: European Journal	---	CE			
927	Voice of Youth Advocates	ISSN-0160-4201	IR			@
928	Volta Review	ISSN-0042-8639	EC		#	@
929	West's Education Law Quarterly	---	EA	★		
930	Western Journal of Black Studies	ISSN-0197-4327	UD		#	@
931	Western Journal of Communication	ISSN-0193-6700	CS		#	@
932	Westminster Studies in Education	ISSN-0140-6728	SO			@
933	Wicazo Sa Review/Red Pencil Review	ISSN-0749-6427	RC			@
934	Winds of Change	ISSN-0888-8612	RC			@
935	Work and Occupations: An International Sociological Journal	ISSN-0730-8884	CE		#	@
936	World Englishes	ISSN-0883-2919	FL		#	@
937	World History Bulletin	---	SO			
938	World of Work	ISSN-1020-0010	CE			
939	World Watch	ISSN-0896-0615	SE		#	@
940	WPA: Writing Program Administration	ISSN-0196-4682	CS	★		
941	Writing Center Journal	ISSN-0889-6143	CS	★		@
942	Writing Instructor	ISSN-0277-7789	CS	★		@
943	Written Communication	ISSN-0741-0883	CS	★	#	@
944	Young Children	ISSN-0044-0728	PS		#	@
945	Youth & Society	ISSN-0044-118X	UD	★	#	
946	Youth Theatre Journal	ISSN-0892-9092	CS			
947	Zeitschrift fur Internationale Erziehungs und Sozialwissenschaftliche Forschung	ISSN-0930-9381	SO			
948	Zeitschrift fur Padagogik	ISSN-0044-3247	SO			
949	Zentralblatt fur Didaktik der Mathematik/International Reviews on Mathematical Education	ISSN-0044-4103	SE			

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ERIC Clearinghouse on	Elementary and Early Childhood Education	PS
ERIC Clearinghouse on	Higher Education	HE
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ERIC Clearinghouse on	Languages and Linguistics	FL
ERIC Clearinghouse on	Reading, English, and Communication	CS
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ERIC Clearinghouse for	Science, Mathematics, and Environmental Education	SE
ERIC Clearinghouse for	Social Studies/Social Science Education	SO
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ERIC Clearinghouse on	Urban Education	UD

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CE

	Journal Name	ISSN NUMBER	CH
1	Adult Basic Education	ISSN-1052-231X	CE ★
2	Adult Education Quarterly	ISSN-0741-7136	CE ★ #
3	Adult Learning	ISSN-1045-1595	CE #
4	Adults Learning (England)	ISSN-0955-2308	CE
5	Advancing the Consumer Interest	ISSN-1044-7385	CE @
6	Ageing International	ISSN-0163-5158	CE
7	Agricultural Education Magazine	ISSN-0732-4677	CE #@
8	ATEA Journal	ISSN-0889-6488	CE
9	Australian Bulletin of Labour	ISSN-0311-6336	CE @
10	Australian Journal of Adult and Community Education	ISSN-1035-0462	CE @
11	Basic Skills	ISSN-1357-7352	CE
12	Business Education Forum	ISSN-0007-6678	CE
13	Canadian Home Economics Journal	ISSN-0008-3763	CE #@
14	Canadian Journal of Occupational Therapy	ISSN-0008-4174	CE
15	Canadian Journal of University Continuing Education	ISSN-0318-9090	CE
16	Canadian Journal on Aging	ISSN-0714-9808	CE
17	Canadian Vocational Journal	ISSN-0045-5520	CE
18	Career Development International	ISSN-1326-0436	CE
19	Career Planning and Adult Development Journal	ISSN-0736-1920	CE
20	Community Development Journal	ISSN-0010-3802	CE @
21	Community Education Journal	ISSN-0045-7736	CE
22	Continuing Higher Education Review	ISSN-0893-0384	CE ★ @
23	Convergence	ISSN-0010-8146	CE @
24	Delta Pi Epsilon Journal	ISSN-0011-8052	CE ★ @
25	Education + Training	ISSN-0040-0912	CE #
26	Education with Production	ISSN-0256-3568	CE
27	Educational Forum	ISSN-0013-1725	CE ★ @
28	Educational Gerontology	ISSN-0360-1277	CE #@
29	Educational Horizons	ISSN-0013-175X	CE ★
30	Educational Research	ISSN-0013-1881	CE ★ #@
31	Educational Review	ISSN-0013-1911	CE ★ @
32	European Journal of Agricultural Education and Extension	ISSN-1381-2335	CE
33	European Training: European Journal	ISSN-0378-5068	CE @
34	Family and Consumer Sciences Research Journal	ISSN-1077-727X	CE ★ #
35	Generations	ISSN-0738-7806	CE #@
36	Harvard Business Review	ISSN-0017-8012	CE #
37	Harvard Educational Review	ISSN-0017-8055	CE ★ #@
38	Health Education Quarterly	ISSN-0195-8402	CE #@

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39	Human Resource Development Quarterly	ISSN-1044-8004	CE	★	#@
40	Industrial and Labor Relations Review	ISSN-0019-7939	CE		#@
41	Industry and Higher Education	ISSN-0950-4222	CE		
42	International Journal of Lifelong Education	ISSN-0260-1370	CE	★	@
43	International Labour Review	ISSN-0020-7780	CE		#@
44	Journal for Vocational Special Needs Education	ISSN-0195-7597	CE	★	#@
45	Journal of Adult Education	---	CE		
46	Journal of Agricultural Education	ISSN-1042-0541	CE	★	@
47	Journal of Career Assessment	ISSN-1069-0727	CE		
48	Journal of Career Development	ISSN-0894-8453	CE	★	#@
49	Journal of Consumer Affairs	ISSN-0022-0078	CE		#@
50	Journal of Continuing Education in the Health Professions	ISSN-0894-1912	CE	★	
51	Journal of Continuing Higher Education	ISSN-0737-7363	CE	★	
52	Journal of Cooperative Education	ISSN-0022-0132	CE	★	@
53	Journal of Correctional Education	ISSN-0022-0159	CE	★	
54	Journal of Education and Work	ISSN-1363-9080	CE		
55	Journal of Education for Business	ISSN-0883-2323	CE		#@
56	Journal of European Industrial Training	ISSN-0309-0590	CE		#
57	Journal of Extension	ISSN-0022-0140	CE		@
58	Journal of Family and Consumer Sciences	ISSN-1082-1651	CE		#
59	Journal of Human Resources	ISSN-0022-166X	CE		#
60	Journal of Industrial Teacher Education	ISSN-0022-1864	CE	★	@
61	Journal of Management Development	ISSN-0262-1711	CE		#
62	Journal of Professional Nursing	ISSN-8755-7223	CE		#@
63	Journal of Technology Education	ISSN-1045-1064	CE		
64	Journal of Technology Studies	ISSN-1071-6084	CE	★	
65	Journal of the Community Development Society	ISSN-0010-3829	CE		@
66	Journal of Vocational and Technical Education	ISSN-0010-3829	CE		@
67	Journal of Vocational Behavior	ISSN-0001-8791	CE	★	#@
68	Journal of Vocational Education and Training: The Vocational Aspect of Education	ISSN-1363-6820	CE		
69	Journal of Vocational Education Research	ISSN-0739-3369	CE	★	@
70	Labour Education	ISSN-0378-5467	CE		
71	Learning (Canada)	ISSN-0381-1387	CE		
72	Monthly Labor Review	ISSN-0098-1818	CE		#@
73	N&HC: Perspectives on Community (Nursing & Health Care)	ISSN-1081-8731	CE		@
74	New Directions for Adult and Continuing Education	ISSN-0195-2242	CE	★	@
75	Nurse Education Today	ISSN-0260-6917	CE		#
76	Nursing Outlook	ISSN-0029-6554	CE		#@
77	Occupational Outlook Quarterly	ISSN-0199-4786	CE		#@
78	Occupational Therapy Journal of Research	ISSN-0276-1599	CE		@
79	Office Systems Research Journal	ISSN-0737-8998	CE		
80	Public Administration Review	ISSN-0033-3352	CE		#@
81	Public Personnel Management	ISSN-0091-0260	CE		#@
82	Small Business Forum	ISSN-1053-4695	CE		#
83	Studies in Continuing Education	ISSN-0158-037X	CE	★	
84	Studies in the Education of Adults	ISSN-0266-0830	CE	★	@
85	Tech Directions	ISSN-1062-9351	CE		@
86	Techniques: Making Education and Career Connections	---	CE		#
87	Technology Teacher	ISSN-0746-3537	CE		@
88	Training and Development	ISSN-1055-9760	CE		#@
89	Training	ISSN-0095-5892	CE		#@
90	Vocational Training: European Journal	---	CE		
91	Work and Occupations: An International Sociological Journal	ISSN-0730-8884	CE		#@
92	World of Work	ISSN-1020-0010	CE*		

CG

1	Adolescence	ISSN-0001-8449	CG	#@
2	Art Therapy: Journal of the American Art Therapy Association	ISSN-0742-1656	CG	
3	Behavior Modification	ISSN 0145-4455	CG	#

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4	British Journal of Guidance and Counselling	ISSN-0306-9885	CG	★		
5	Canadian Journal of Counselling	ISSN-0828-3893	CG			@
6	Career Development Quarterly	ISSN-0889-4019	CG	★	#	@
7	Child & Family Behavior Therapy	ISSN-0731-7107	CG			
8	College Student Affairs Journal	ISSN-0888-210X	CG	★		
9	Counseling and Values	ISSN-0160-7960	CG	★	#	@
10	Counseling Psychologist	ISSN-0011-0000	CG	★	#	@
11	Counselor Education and Supervision	ISSN-0011-0035	CG	★	#	@
12	Crime and Delinquency	ISSN-0011-1287	CG		#	@
13	Death Studies	ISSN-0748-1187	CG		#	@
14	Elementary School Guidance & Counseling	ISSN-0013-5976	CG	★	#	@
15	Family Journal: Counseling and Therapy for Couples and Families	---	CG			
16	Family Relations	ISSN-0197-6664	CG		#	@
17	Gerontologist	ISSN-0016-9013	CG		#	@
18	Guidance & Counselling	ISSN-0831-5493	CG		#	@
19	Health & Social Work	ISSN-0360-7283	CG		#	@
20	Initiatives	ISSN-1042-413X	CG	★		
21	International Journal of Aging & Human Development	ISSN-0091-4150	CG			@
22	Journal for Specialists in Group Work	ISSN-0193-3922	CG	★		@
23	Journal of Addictions & Offender Counseling	ISSN-1055-3835	CG	★		@
24	Journal of Adolescence	ISSN-0140-1971	CG		#	@
25	Journal of Alcohol and Drug Education	ISSN-0090-1482	CG	★	#	@
26	Journal of Career Planning & Employment	ISSN-0884-5352	CG		#	@
27	Journal of Child & Adolescent Substance Abuse	ISSN-1067-828X	CG			
28	Journal of Child Sexual Abuse	ISSN-1053-8712	CG			
29	Journal of College Admission	ISSN-0734-6670	CG		#	@
30	Journal of College Student Development	ISSN-0897-5264	CG	★	#	@
31	Journal of Conflict Resolution	ISSN-0022-0027	CG			
32	Journal of Consulting and Clinical Psychology	ISSN-0022-006X	CG		#	
33	Journal of Counseling & Development	ISSN-0748-9633	CG	★	#	
34	Journal of Counseling Psychology	ISSN-0022-0167	CG	★	#	@
35	Journal of Drug Education	ISSN-0047-2379	CG	★		@
36	Journal of Employment Counseling	ISSN-0022-0787	CG	★		@
37	Journal of Family Issues	ISSN-0192-513X	CG		#	
38	Journal of Family Social Work	ISSN-1052-2158	CG			
39	Journal of Humanistic Education and Development	ISSN-0735-6846	CG	★	#	@
40	Journal of Interpersonal Violence	ISSN-0886-2605	CG		#	@
41	Journal of Invitational Theory and Practice	ISSN-1060-6041	CG			
42	Journal of Marital and Family Therapy	ISSN-0194-472X	CG	★	#	
43	Journal of Marriage and the Family	ISSN-0022-2445	CG		#	@
44	Journal of Mental Health Counseling	ISSN-0193-1830	CG	★	#	@
45	Journal of Multicultural Counseling and Development	ISSN-0883-8534	CG	★	#	@
46	Journal of Offender Rehabilitation	ISSN-1050-9674	CG	★		
47	Journal of Personal & Interpersonal Loss	ISSN-1081-1443	CG			
48	Journal of Research in Crime and Delinquency	ISSN-0022-4278	CG		#	@
49	Journal of School Psychology	ISSN-0022-4405	CG	★	#	@
50	Measurement and Evaluation in Counseling and Development	ISSN-0748-1756	CG	★	#	@
51	NASPA Journal (National Association of Student Personnel Administrators)	ISSN-0027-6021	CG	★		@
52	New Directions for Student Services	ISSN-0164-7970	CG	★		@
53	Psychology in the Schools	ISSN-0033-3085	CG	★	#	@
54	Reclaiming Children and Youth: Journal of Emotional and Behavioral Problems	ISSN-1089-5701	CG			
55	Rehabilitation Counseling Bulletin	ISSN-0034-3552	CG	★		@
56	Research on Social Work Practice	ISSN-1049-7315	CG		#	@
57	School Counselor	ISSN-0036-6536	CG	★	#	@
58	School Psychology Quarterly	ISSN-1045-3830	CG	★	#	@
59	Social Work in Education	ISSN-0162-7961	CG	★		
60	Social Work	ISSN-0037-8046	CG		#	@
61	Social Work Research	ISSN-1070-5309	CG			
62	Special Services in the Schools	ISSN-0739-9820	CG			
63	Suicide and Life-Threatening Behavior	ISSN-0363-0234	CG		#	@

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CS

1	ADE Bulletin (Association of Departments of English)	ISSN-0001-0898	CS	★	
2	ALAN Review (Assembly on Literature for Adolescents)	ISSN-0882-2840	CS	★	
3	Argumentation and Advocacy	ISSN-1051-1431	CS	★	#@
4	Business Communication Quarterly	ISSN-1080-5699	CS		#@
5	Children's Literature in Education	ISSN-0045-6713	CS		@
6	Clearing House	ISSN-0009-8655	CS	★	#@
7	College Composition and Communication	ISSN-0010-096X	CS	★	#
8	College English	ISSN-0010-0994	CS	★	#
9	Communication Education	ISSN-0363-4523	CS		#
10	Communication Monographs	ISSN-0363-7751	CS		#
11	Communication Quarterly	ISSN-0146-3373	CS		#@
12	Communication Research	ISSN-0093-6502	CS		#@
13	Communication Studies	ISSN-0008-9575	CS		#@
14	Communication: Journalism Education Today	ISSN-0010-3535	CS	★	
15	Composition Studies/Freshman English News	ISSN-0739-4713	CS	★	@
16	Computers and Composition	ISSN-8755-4615	CS		@
17	Critical Studies in Mass Communication	ISSN-0739-3180	CS		#
18	Discourse Processes	ISSN-0163-853X	CS		#
19	Electronic Journal of Communication	---	CS		
20	English Education	ISSN-0007-8204	CS	★	
21	English in Education	ISSN-0425-0494	CS	★	@
22	English Journal	ISSN-0013-8274	CS		#
23	English Quarterly	ISSN-0013-8355	CS	★	
24	Forum for Reading	ISSN-0738-9523	CS	★	@
25	Human Communication Research	ISSN-0360-3989	CS		#@
26	JAC: A Journal of Composition Theory	ISSN-0731-6755	CS	★	@
27	Journal of Adolescent & Adult Literacy	ISSN-1081-3004	CS	★	#@
28	Journal of Applied Communication Research	ISSN-0090-9882	CS		#
29	Journal of Basic Writing	ISSN-0147-1635	CS	★	#
30	Journal of Business and Technical Communication	ISSN-1050-6519	CS		#@
31	Journal of Business Communication	ISSN-0021-9436	CS		#@
32	Journal of Communication	ISSN-0021-9916	CS		#@
33	Journal of Film and Video	ISSN-0724-4671	CS		#@
34	Journal of Literacy Research	ISSN-1086-296X	CS		
35	Journal of Poetry Therapy	ISSN-0889-3675	CS		
36	Journal of Research in Reading	ISSN-0141-0423	CS	★	@
37	Journal of Teaching Writing	ISSN-0735-1259	CS	★	@
38	Journal of Technical Writing and Communication	ISSN-0047-2816	CS		@
39	Journal of the Association for Communication Administration (JACA)	ISSN-0360-0939	CS	★	@
40	Journalism and Mass Communication Educator	ISSN-1077-6958	CS	★	#
41	Journalism and Mass Communication Quarterly	ISSN-1077-6990	CS		#
42	Language Arts	ISSN-0360-9170	CS	★	#
43	Management Communication Quarterly	ISSN-0893-3189	CS		#@
44	New Advocate	ISSN-0895-1381	CS	★	
45	Ohio Reading Teacher	ISSN-0030-1035	CS	★	@
46	Pre-Text: A Journal of Rhetorical Theory	ISSN-0731-0714	CS		@
47	Public Relations Review	ISSN-0363-8111	CS		#@
48	Quarterly Journal of Speech	ISSN-0033-5630	CS		#
49	Quarterly of the National Writing Project and the Center for the Study of Writing and Literacy	ISSN-0896-3592	CS		@
50	Quill and Scroll	ISSN-0033-6505	CS		@
51	Reading and Writing Quarterly: Overcoming Learning Difficulties	ISSN-0748-7630	CS		#@
52	Reading and Writing: An Interdisciplinary Journal	ISSN-0922-4777	CS	★	#@
53	Reading Horizons	ISSN-0034-0502	CS	★	@
54	Reading Improvement	ISSN-0034-0510	CS	★	@
55	Reading	ISSN-0034-0472	CS	★	@
56	Reading Psychology	ISSN-0270-2711	CS		#@
57	Reading Research and Instruction	ISSN-0886-0246	CS		#@
58	Reading Research Quarterly	ISSN-0034-0553	CS	★	@

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59	Reading Teacher	ISSN-0034-0561	CS	★	#@
60	Research in the Teaching of English	ISSN-0034-527X	CS	★	
61	Rhetoric Review	ISSN-0735-0198	CS		@
62	Southern Communication Journal	ISSN-0361-8269	CS		#@
63	Stage of the Art	ISSN-1080-7268	CS	★	
64	Student Press Review	ISSN-0036-6730	CS		
65	Teachers & Writers	ISSN-0739-0084	CS	★	
66	Teaching English in the Two-Year College	ISSN-0098-6291	CS	★	
67	Teaching Theatre	---	CS	★	
68	Technical Communication Quarterly	ISSN-0888-4323	CS		@
69	Technical Communication: Journal of the Society for Technical Communication	ISSN-0049-3155	CS		#@
70	Use of English	ISSN-0042-1243	CS	★	@
71	Visible Language	ISSN-0022-2224	CS		@
72	Western Journal of Communication	ISSN-0193-6700	CS		#@
73	WPA: Writing Program Administration	ISSN-0196-4682	CS	★	
74	Writing Center Journal	ISSN-0889-6143	CS	★	@
75	Writing Instructor	ISSN-0277-7789	CS	★	@
76	Written Communication	ISSN-0741-0883	CS	★	#@
77	Youth Theatre Journal	ISSN-0892-9092	CS		

EA

1	Administrative Science Quarterly	ISSN-0001-8392	EA		#@
2	American School Board Journal	ISSN-0003-0953	EA	★	#@
3	Economics of Education Review	ISSN-0272-7757	EA	★	#@
4	Education Economics	ISSN-0964-5292	EA	★	
5	Educational Administration Quarterly	ISSN-0013-161X	EA	★	
6	Educational Leadership	ISSN-0013-1784	EA	★	#
7	Educational Management & Administration	ISSN-9263-211X	EA	★	
8	Educational Policy	ISSN-0895-9048	EA	★	#@
9	ERS Spectrum (Educational Research Service)	ISSN-0740-7874	EA	★	@
10	Executive Educator	ISSN-0161-9500	EA	★	#@
11	International Journal of Educational Reform	ISSN-1056-7879	EA	★	
12	International Schools Journal	ISSN-0246-7281	EA	★	
13	Journal for a Just and Caring Education	ISSN-1076-285X	EA	★	#
14	Journal of CAPEA (California Association of Professors of Educational Administration)	ISSN-1064-4474	EA		
15	Journal of Curriculum and Supervision	ISSN-0882-1232	EA	★	
16	Journal of Education Finance	ISSN-0098-9495	EA	★	@
17	Journal of Educational Administration and Foundations	ISSN-0831-3318	EA	★	
18	Journal of Educational Administration	ISSN-0957-8234	EA	★	#@
19	Journal of Law and Education	ISSN-0275-6072	EA	★	@
20	Journal of School Leadership	ISSN-1052-6846	EA	★	#@
21	NASSP Bulletin (National Association of Secondary School Principals)	ISSN-0192-6365	EA	★	@
22	Phi Delta Kappan	ISSN-0031-7217	EA	★	#@
23	Principal	ISSN-0271-6062	EA	★	#
24	School Administrator	ISSN-0036-6439	EA	★	@
25	School Business Affairs	ISSN-0036-651X	EA		#
26	School Community Journal	ISSN-1059-308X	EA		
27	School Effectiveness and School Improvement	---	EA	★	
28	School Organisation	ISSN-0260-1362	EA	★	
29	School Planning and Management	ISSN-1086-4628	EA		
30	Thresholds in Education	ISSN-0196-9541	EA	★	
31	West's Education Law Quarterly	---	EA	★	

EC

1	American Annals of the Deaf	ISSN-0002-726X	EC		#
2	American Journal on Mental Retardation	ISSN-0895-8017	EC	★	@

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3	Annals of Dyslexia	ISSN-0736-9387	EC		#@
4	B.C. Journal of Special Education (British Columbia)	ISSN-0704-7509	EC	★	
5	Behavioral Disorders	ISSN-0198-7249	EC	★	
6	British Journal of Special Education	ISSN-0952-3383	EC	★	@
7	CAEDHH Journal (Canadian Association of Educators of the Deaf and Hard of Hearing)	---	EC		
8	Canadian Journal of Special Education	ISSN-0827-3391	EC	★	
9	Career Development for Exceptional Individuals	ISSN-0885-7288	EC	★	@
10	Child Abuse & Neglect: The International Journal	ISSN-0145-2134	EC	★	#@
11	Diagnostique	ISSN-0737-2477	EC	★	
12	Education and Training in Mental Retardation and Developmental Disabilities	ISSN-1079-3917	EC	★	@
13	Education and Treatment of Children	ISSN-0748-8491	EC	★	#
14	Exceptional Children	ISSN-0014-4029	EC	★	#@
15	Exceptionality: A Research Journal	ISSN-0936-2835	EC	★	
16	Focus on Autism and Other Developmental Disabilities	---	EC		
17	Focus on Exceptional Children	ISSN-0015-511X	EC		
18	Gifted Child Quarterly	ISSN-0016-9862	EC	★	#
19	Gifted Child Today	ISSN-0892-9580	EC		#
20	Gifted Education International	ISSN-0261-4294	EC		#@
21	Infant-Toddler Intervention: The Transdisciplinary Journal	ISSN-1053-5586	EC		
22	Infants and Young Children	ISSN-0896-3746	EC		#@
23	International Journal of Disability, Development, and Education	ISSN-0156-6555	EC	★	@
24	International Journal of Rehabilitation Research	ISSN-0342-5282	EC		@
25	Intervention in School and Clinic	ISSN-1053-4512	EC		#@
26	Journal for the Education of the Gifted	ISSN-0162-3532	EC		#
27	Journal of Applied Behavior Analysis	ISSN-0021-8855	EC		@
28	Journal of Autism and Developmental Disorders	ISSN-0162-3257	EC		#@
29	Journal of Childhood Communication Disorders	ISSN-0735-3170	EC	★	@
30	Journal of Communication Disorders	ISSN-0021-9924	EC		#@
31	Journal of Creative Behavior	ISSN-0022-0175	EC		@
32	Journal of Early Intervention	ISSN-1053-8151	EC	★	@
33	Journal of Emotional and Behavioral Disorders	ISSN-1063-4266	EC	★	#
34	Journal of Intellectual and Developmental Disability	ISSN-0726-3864	EC		@
35	Journal of Learning Disabilities	ISSN-0022-2194	EC	★	#@
36	Journal of Secondary Gifted Education	ISSN-1077-4610	EC		
37	Journal of Special Education	ISSN-0022-4669	EC	★	#@
38	Journal of Special Education Technology	---	EC	★	#
39	Journal of Speech, Language, and Hearing Research	ISSN-1092-4388	EC		
40	Journal of the Association for Persons with Severe Handicaps	ISSN-0749-1425	EC		
41	Journal of Visual Impairment and Blindness	ISSN-0145-482X	EC		#
42	Language, Speech, and Hearing Services in Schools	ISSN-0161-1461	EC		@
43	LD Forum (Learning Disabilities)	---	EC	★	
44	Learning Disabilities Research and Practice	ISSN-0938-8982	EC	★	#
45	Learning Disabilities: A Multidisciplinary Journal	ISSN-1046-6819	EC	★	
46	Learning Disability Quarterly	ISSN-0731-9487	EC	★	#
47	Mental Retardation	ISSN-0047-6765	EC		@
48	Perspectives in Education and Deafness	ISSN-1051-6204	EC		@
49	Preventing School Failure	ISSN-1045-988X	EC	★	#
50	RE:view	ISSN-0899-1510	EC		@
51	Remedial and Special Education	ISSN-0741-9325	EC	★	@
52	Research in Developmental Disabilities	ISSN-0891-4222	EC		#@
53	Roeper Review	ISSN-0278-3193	EC		#@
54	Teacher Education and Special Education	---	EC	★	
55	Teaching Exceptional Children	ISSN-0040-0599	EC	★	@
56	Topics in Early Childhood Special Education	ISSN-0271-1214	EC	★	@
57	Topics in Language Disorders	ISSN-0271-8294	EC	★	#@
58	Volta Review	ISSN-0042-8639	EC		#@

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FL

1	ADFL Bulletin (Association of Departments of Foreign Languages)	ISSN-0148-7639	FL	★	
2	Al-Arabiyya	ISSN-0889-8731	FL		
3	Annual Review of Applied Linguistics	ISSN-0267-1905	FL	★	#
4	Applied Language Learning	ISSN-1041-679X	FL		
5	Applied Linguistics	ISSN-0142-6001	FL		@
6	Applied Psycholinguistics	ISSN-0047-4045	FL		@
7	Australian Review of Applied Linguistics	ISSN-0155-0646	FL		
8	Bilingual Review	ISSN-0094-5366	FL		@
9	CALICO Journal (Computer Assisted Language & Instruction Consortium)	ISSN-0742-7778	FL		
10	Canadian Modern Language Review	ISSN-0008-4506	FL	★	@
11	College ESL (English as a Second Language)	---	FL		
12	Computer Assisted Language Learning	ISSN-0958-8221	FL		
13	Current Issues in Language and Society	ISSN-1352-0520	FL		
14	ELT Journal (English Language Teaching)	ISSN-0951-0893	FL	★	#@
15	English for Specific Purposes	ISSN-0889-4906	FL	★	#@
16	English Teachers' Journal	ISSN-0333-533X	FL		
17	Foreign Language Annals	ISSN-0015-718X	FL	★	#
18	Francais dans le Monde	ISSN-0015-9395	FL		
19	French Review	ISSN-0016-111X	FL		
20	Guidelines	ISSN-0129-7767	FL	★	
21	Hispania	ISSN-0018-2133	FL		@
22	IALL Journal of Language Learning Technologies (International Association of Learning Laboratories)	ISSN-1050-0049	FL		@
23	International Journal of Applied Linguistics	ISSN-0802-6106	FL		
24	IRAL (International Review of Applied Linguistics in Language Teaching)	ISSN-0019-042X	FL	★	#
25	Issues in Applied Linguistics	ISSN-1050-4273	FL		@
26	Italica	ISSN-0021-3020	FL		
27	Journal of Applied Linguistics	---	FL		
28	Journal of Child Language	ISSN-0305-0009	FL		#@
29	Journal of Chinese Linguistics	ISSN-0091-3723	FL		
30	Journal of Educational Issues of Language Minority Students	---	FL		
31	Journal of Intensive English Studies	ISSN-0899-885X	FL		
32	Journal of Language for International Business	ISSN-8755-0504	FL		@
33	Journal of Multilingual and Multicultural Development	ISSN-0143-4632	FL	★	@
34	Journal of Second Language Writing	ISSN-1060-3743	FL		
35	Journal of the Chinese Language Teachers Association	ISSN-0009-4595	FL		@
36	Language & Communication	ISSN-0271-5309	FL		#@
37	Language Acquisition: A Journal of Developmental Linguistics	ISSN-1048-9223	FL		
38	Language and Cognitive Processes	ISSN-0169-0965	FL		#
39	Language and Education	ISSN-0950-0782	FL		@
40	Language Awareness	---	FL		
41	Language, Culture, and Curriculum	ISSN-0790-8318	FL		@
42	Language in Society	ISSN-0047-4045	FL		@
43	Language	ISSN-0097-8507	FL		#
44	Language Learning	ISSN-0023-8333	FL	★	#@
45	Language Learning Journal	ISSN-0957-1736	FL	★	
46	Language Problems and Language Planning	ISSN-0272-2690	FL		@
47	Language Quarterly	---	FL		
48	Language Sciences	ISSN-0388-0001	FL		@
49	Language Testing	ISSN-0265-5322	FL		@
50	Language Variation and Change	ISSN-0954-3945	FL		@
51	Linguistics and Education	ISSN-0898-5898	FL		@
52	Modern Language Journal	ISSN-0026-7902	FL	★	#@
53	Mosaic	ISSN-1195-7131	FL		#
54	On-Call	ISSN-1034-571X	FL		
55	Open Letter	ISSN-1035-4727	FL		
56	Prospect: A Journal of Australian TESOL	ISSN-0814-7094	FL		@
57	Rassegna Italiana di Linguistica Applicata	---	FL		
58	READ Perspectives	---	FL		

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59	Reading in a Foreign Language	ISSN-0264-2425	FL	@
60	Research on Language and Social Interaction	---	FL	
61	Second Language Research	ISSN-0267-6583	FL	@
62	Sign Language Studies	ISSN-0302-1475	FL	@
63	Slavic and East European Journal	ISSN-0037-6752	FL	#@
64	Studies in Second Language Acquisition	ISSN-0272-2631	FL	#@
65	System	ISSN-0346-251X	FL	
66	TESL Canada Journal (Teaching English as a Second Language)	ISSN-0826-435X	FL	
67	TESL Talk (Teaching English as a Second Language)	ISSN-0700-1584	FL ★	
68	TESOL Journal (Teachers of English to Speakers of Other Languages)	ISSN-1056-7941	FL	@
69	TESOL Quarterly (Teachers of English to Speakers of Other Languages)	ISSN 0039-8322	FL ★	#
70	Unterrichtspraxis (Teaching Grammar)	ISSN-0042-062X	FL	
71	World Englishes	ISSN-0883-2919	FL	#@

HE

1	Academe	ISSN-0190-2946	HE	@
2	Academic Medicine	ISSN-1040-2446	HE	@
3	American Journal of Family Therapy	ISSN 0002-9459	HE	#
4	American Journal of Pharmaceutical Education	ISSN-0002-9459	HE	@
5	American Scholar	ISSN-0003-0937	HE	#@
6	Assessment & Evaluation in Higher Education	ISSN-0260-2938	HE	@
7	Australian Journal of Education	ISSN-0004-9441	HE	@
8	Australian Universities Review	ISSN-0818-8068	HE	
9	Black Issues in Higher Education	ISSN-0742-0277	HE	#@
10	Business Officer	ISSN-0147-877X	HE	
11	Campus Activities Programming	ISSN-0098-1664	HE	#
12	Canadian Journal of Higher Education	ISSN-0316-1218	HE	
13	CAUSE/EFFECT	ISSN-0164-534X	HE	
14	Change	ISSN-0009-1383	HE	#@
15	Chronicle of Higher Education	ISSN-0009-5982	HE	#
16	College and University	ISSN-0010-0889	HE	
17	College Board Review	ISSN-0010-0951	HE	
18	College Teaching	ISSN-8756-7555	HE	#@
19	Connection (Boston): New England's Journal of Higher Education and Economic Development	ISSN-0895-6405	HE	
20	CUPA Journal (College & University Personnel Association)	ISSN-1046-9508	HE	#@
21	Currents	ISSN-0748-478X	HE	#
22	Educational Record	ISSN-0013-1873	HE	#@
23	European Journal of Education	ISSN-0141-8211	HE	#@
24	Facilities Manager	ISSN-0882-7249	HE	
25	Higher Education	ISSN-0018-1560	HE	@
26	Higher Education Management	ISSN-1013-851X	HE	
27	Higher Education Policy	ISSN-0952-8733	HE	
28	Higher Education Research and Development	ISSN-0729-4360	HE	
29	Higher Education Review	ISSN-0018-1609	HE	
30	Innovative Higher Education	ISSN-0742-5627	HE	@
31	Journal for Higher Education Management	ISSN-1077-3398	HE	
32	Journal of College and University Law	ISSN-0093-8688	HE	@
33	Journal of Computing in Higher Education	ISSN-1042-1726	HE	@
34	Journal of Dental Education	ISSN-0022-0337	HE	#@
35	Journal of Higher Education	ISSN-0022-1546	HE ★	#@
36	Journal of Higher Education Policy and Management	ISSN-1360-080X	HE	
37	Journal of Legal Education	ISSN-0022-2208	HE	@
38	Journal of Marketing for Higher Education	ISSN-0884-1241	HE	
39	Journal of Postsecondary Education and Disability	---	HE	
40	Journal of Social Work Education	ISSN-1043-7797	HE	
41	Journal of Student Financial Aid	---	HE	
42	Journal of the Freshman Year Experience & Students in Transition	ISSN-1053-203X	HE	
43	Journal on Excellence in College Teaching	ISSN-1052-4800	HE	
44	Liberal Education	ISSN-0024-1822	HE	@

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45	Metropolitan Universities: An International Forum	ISSN-1047-8485	HE		@
46	NACADA Journal (National Academic Advising Association)	ISSN-0271-9517	HE		
47	National Forum: The Phi Kappa Phi Journal	ISSN-0162-1831	HE		
48	New Directions for Higher Education	ISSN-0271-0560	HE	★	@
49	New Directions for Institutional Research	ISSN-0271-0579	HE		#@
50	New Directions for Teaching and Learning	ISSN-0271-0633	HE		@
51	Optometric Education	ISSN-0098-6917	HE		
52	Planning for Higher Education	ISSN-0736-0983	HE		#@
53	Quality in Higher Education	ISSN-1353-8322	HE		
54	Research in Higher Education	ISSN-0361-0365	HE	★	#@
55	Research Management Review	---	HE		
56	Review of Higher Education	ISSN-0162-5748	HE	★	@
57	Society of Research Administrators (SRA) Journal	ISSN 1062-8142	HE		
58	South African Journal of Higher Education	ISSN-1011-3487	HE		
59	Studies in Higher Education	ISSN-0307-5079	HE		@
60	Teaching in Higher Education	ISSN-1356-2517	HE		
61	Thought & Action	ISSN-0748-8475	HE		@
62	Trusteeship	---	HE		#

IR

1	American Journal of Distance Education	ISSN-0892-3647	IR		@
2	American Libraries	ISSN-0002-9769	IR		#@
3	American Society for Information Science Bulletin	ISSN-0095-4403	IR		#@
4	American Society for Information Science. Annual Meeting. Proceedings.	ISSN-0044-7870	IR	★	
5	American Society for Information Science. Mid-Year Meeting. Proceedings.	---	IR	★	
6	Annual Review of Information Science and Technology (ARIST)	ISSN-0066-4200	IR	★	#@
7	Aspects of Educational and Training Technology Series	ISSN-1350-1933	IR		
8	Behavioral & Social Sciences Librarian	ISSN-0163-9269	IR		
9	Book Report	ISSN-0731-4388	IR		#
10	Bowker Annual Library and Book Trade Almanac	ISSN-0068-0540	IR	★	
11	British Journal of Educational Technology	ISSN-0007-1013	IR		@
12	Canadian Journal of Educational Communication	ISSN-0710-4340	IR		
13	Canadian Journal of Information and Library Science	ISSN-1195-096X	IR		
14	Catholic Library World	ISSN-0008-820X	IR		
15	CD-ROM Professional	ISSN-1049-0833	IR		#@
16	College & Research Libraries	ISSN-0010-0870	IR	★	#@
17	Computers & Education	ISSN-0360-1315	IR		#@
18	Computers in Human Behavior	ISSN-0747-5632	IR		#@
19	Computers in Libraries	ISSN-1041-7915	IR		#@
20	Computers in the Schools	ISSN-0738-0569	IR		
21	Computing Teacher	ISSN-0278-1923	IR		
22	Database	ISSN-0162-4105	IR		#@
23	Distance Education	ISSN-0158-7919	IR		#@
24	Distance Educator	---	IR		
25	ED, Education at a Distance	---	IR		
26	Education & Computing	ISSN-0167-9287	IR		#
27	Education for Information	ISSN-0167-8329	IR		
28	Education Libraries	ISSN-0148-1061	IR		
29	Educational Media and Technology Yearbook	ISSN-8755-2094	IR	★	
30	Educational Media International	ISSN-0952-3987	IR	★	@
31	Educational Technology	ISSN-0013-1962	IR	★	
32	Educational Technology, Research, and Development	ISSN-1042-1629	IR	★	#@
33	Educational Technology Review	ISSN-1065-6901	IR		
34	Educom Review	ISSN-1045-9146	IR		@
35	Electronic Learning	ISSN-0278-3258	IR		#@
36	Electronic Library	ISSN-0264-0473	IR		#@
37	Emergency Librarian	ISSN-0315-8888	IR	★	#@
38	Government Information Quarterly	ISSN-0740-624X	IR		
39	Human-Computer Interaction	ISSN-0737-0024	IR		

ISSN = International Standard Serial Number
CH = Two-character prefix identifying responsible ERIC Clearinghouse (see list)
★ = Comprehensive Coverage (all articles). Unstarred journals are covered selectively.
( ) = Information in parentheses explains acronym appearing in journal title, or provides acronym by which journal is conveniently known.

40	Illinois Libraries	ISSN-0019-2104	IR		@
41	Information Development	ISSN-0266-6669	IR		@
42	Information Outlook	ISSN-1091-0808	IR		
43	Information Processing & Management	ISSN-0306-4573	IR	★	#@
44	Information Services & Use	ISSN-0167-5265	IR		
45	Information Technology and Libraries	ISSN-0730-9295	IR	★	#@
46	Innovations in Education and Training International	ISSN-1355-8005	IR		#@
47	Instructional Science	ISSN-0020-4277	IR		#@
48	Interactive Learning International	ISSN-0748-5743	IR	★	
49	International Information and Library Review	ISSN-1057-2317	IR		@
50	International Journal of Instructional Media	ISSN-0892-1815	IR	★	
51	International Yearbook of Educational Development	---	IR	★	
52	Internet Research	ISSN-1066-2243	IR	★	
53	Internet World	ISSN-1064-3923	IR		#@
54	Interpersonal Computing and Technology Journal	ISSN-1064-4326	IR		
55	Journal of Academic Librarianship	ISSN-0099-1333	IR	★	#@
56	Journal of Artificial Intelligence in Education	ISSN-1043-1020	IR		@
57	Journal of Broadcasting and Electronic Media	ISSN-0883-8151	IR		#@
58	Journal of Computer Assisted Learning	ISSN-0266-4909	IR		#@
59	Journal of Distance Education	ISSN-0830-0445	IR		
60	Journal of Documentation	ISSN-0022-0418	IR		#@
61	Journal of Education for Library and Information Science	ISSN-0748-5786	IR		@
62	Journal of Educational Computing Research	ISSN-0735-6331	IR		@
63	Journal of Educational Media	ISSN-1358-1651	IR		
64	Journal of Educational Multimedia and Hypermedia	ISSN-1055-8896	IR		@
65	Journal of Educational Technology Systems	ISSN-0047-2395	IR		@
66	Journal of Government Information	ISSN-1352-0237	IR		@
67	Journal of Information Science—Principles and Practices	ISSN-0165-5515	IR		
68	Journal of Instruction Delivery Systems	ISSN-0892-4872	IR		
69	Journal of Interactive Instruction Development	ISSN-1040-0370	IR		
70	Journal of Library Administration	ISSN-0193-0826	IR		
71	Journal of Research on Computing in Education	ISSN-0888-6504	IR		#@
72	Journal of Technology and Teacher Education	ISSN-1059-7069	IR		
73	Journal of the American Society for Information Science (JASIS)	ISSN-0002-8231	IR	★	#@
74	Journal of Visual Literacy	ISSN-1051-144X	IR		
75	Journal of Youth Services in Libraries	ISSN-0894-2498	IR		@
76	Learning and Leading with Technology	ISSN-1082-5754	IR		@
77	Library & Information Science Research	ISSN-0740-8188	IR		#@
78	Library Administration and Management	ISSN-0888-4463	IR	★	#@
79	Library and Information Science Research	ISSN-0740-8188	IR	★	#@
80	Library Hi Tech	ISSN-0737-8831	IR		@
81	Library HiTech News	ISSN 0741-9058	IR		
82	Library Journal	ISSN-0363-0277	IR		#@
83	Library Quarterly	ISSN-0024-2519	IR		#@
84	Library Resources & Technical Services	ISSN-0024-2527	IR		#@
85	Library Software Review	ISSN-0742-5759	IR		#@
86	Library Trends	ISSN-0024-2594	IR	★	#@
87	Machine-Mediated Learning	ISSN-0732-6718	IR		
88	Media & Methods	ISSN-0025-6897	IR		@
89	Microcomputers for Information Management	ISSN-0742-2343	IR		#
90	Microform Review	ISSN-0002-6530	IR		@
91	MultiMedia Schools	ISSN-1075-0479	IR		
92	Online & CD-ROM Review	---	IR		#
93	Online	ISSN-0146-5422	IR		#@
94	Online Libraries and Microcomputers	ISSN-0737-7770	IR		@
95	Online Review	ISSN-0309-314X	IR		
96	Open Learning	ISSN-0268-0513	IR		
97	Performance Improvement	---	IR		
98	Performance Improvement Quarterly	ISSN-0898-5952	IR		@
99	Public-Access Computer Systems Review	ISSN-1048-6542	IR		
100	Public Libraries	ISSN-0163-5506	IR		@
101	Reference Librarian	ISSN-0276-3877	IR		

ISSN = **I**nternational **S**tandard **S**erial **N**umber
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★ = Comprehensive Coverage (all articles). Unstarred journals are covered selectively.
( ) = Information in parentheses explains acronym appearing in journal title, or provides acronym by which journal is conveniently known.

102	Research Strategies	ISSN-0734-3310	IR		#@
103	RQ (Reference Quarterly)	ISSN-0033-7072	IR		#@
104	RSR: Reference Services Review	ISSN-0090-7324	IR		#@
105	School Library Journal	ISSN-0362-8930	IR		#@
106	School Library Media Activities Monthly	ISSN-0889-9371	IR		
107	School Library Media Annual (SLMA)	ISSN-0739-7712	IR	★	
108	School Library Media Quarterly	ISSN-0278-4823	IR	★	@
109	Science Communication	ISSN-0075-5470	IR		#
110	Simulation & Gaming	ISSN-1046-8781	IR		#@
111	T.H.E. Journal (Technical Horizons in Education)	ISSN 0192-592X	IR		
112	Technology & Learning	ISSN-1053-6728	IR		#@
113	Technology Connection	ISSN-1074-4851	IR		
114	Technos	ISSN-1060-5649	IR		@
115	TechTrends	ISSN-8756-3894	IR	★	@
116	Third World Libraries	ISSN-1052-3049	IR		
117	Voice of Youth Advocates	ISSN-0160-4201	IR		@

JC

1	Catalyst	ISSN-0739-9227	JC		
2	Community & Junior College Libraries	ISSN-0276-3915	JC		
3	Community College Journal	ISSN-0884-7169	JC		@
4	Community College Journal of Research and Practice	ISSN-1066-8926	JC	★	@
5	Community College Review	ISSN-0091-5521	JC	★	@
6	Community Review	ISSN-0163-8475	JC		#
7	International Review of Education	ISSN-0020-8566	JC	★	@
8	Journal of Applied Research in the Community College	ISSN-1068-610X	JC	★	
9	Journal of Developmental Education	ISSN-0894-3907	JC		#@
10	Journal of Educational Thought	ISSN-0022-0701	JC	★	@
11	Journal of General Education	ISSN-0021-3667	JC		#@
12	Michigan Community College Journal: Research & Practice	ISSN-1081-9428	JC		
13	Momentum	ISSN-0026-914X	JC		#
14	NCA Quarterly (North Central Association of Colleges and Schools)	ISSN 1043-3511	JC		
15	New Directions for Community Colleges	ISSN-0194-3081	JC	★	@
16	Research and Teaching in Developmental Education	ISSN-1046-3364	JC	★	@
17	Tribal College	---	JC		

PS

1	Adoption & Fostering	ISSN-0308-5759	PS		
2	Australian Journal of Early Childhood	ISSN-0312-5033	PS	★	
3	Child and Youth Care Leader	---	PS		
4	Child Care Information Exchange	ISSN-0164-8527	PS		#@
5	Child Development	ISSN-0009-3920	PS	★	#@
6	Child Study Journal	ISSN-0009-4005	PS	★	#@
7	Child Welfare	ISSN-0009-4021	PS	★	#@
8	Childhood Education	ISSN-0009-4056	PS		#@
9	Childhood: A Global Journal of Child Research	ISSN-0907-5682	PS	★	
10	Children & Society	ISSN-0951-0605	PS		
11	Children and Youth Services Review	ISSN-0190-7409	PS		#@
12	Children Today	ISSN-0361-4336	PS		#@
13	Cognition and Instruction	ISSN-0737-0008	PS	★	#
14	Cognition	ISSN-0010-0277	PS		#@
15	Cognitive Development	ISSN-0885-2014	PS	★	@
16	Day Care and Early Education	ISSN-0092-4199	PS		@
17	Developmental Psychology	ISSN-0012-1649	PS	★	#@
18	Developmental Review	ISSN-0273-2297	PS		#@
19	Dimensions of Early Childhood	ISSN-0160-6425	PS		

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( ) = Information in parentheses explains acronym appearing in journal title, or provides acronym by which journal is conveniently known.

20	Early Child Development and Care	ISSN-0300-4430	PS	★	
21	Early Childhood Education Journal	ISSN-1082-3301	PS		
22	Early Childhood News	ISSN-1080-3564	PS		
23	Early Childhood Research Quarterly	ISSN-0885-2006	PS	★	#@
24	Early Education and Development	ISSN-1040-9289	PS	★	
25	Elementary School Journal	ISSN-0013-5984	PS	★	#@
26	European Early Childhood Education Research Journal	ISSN-1350-293X	PS	★	
27	Human Development	ISSN-0018-716X	PS	★	#
28	International Journal of Behavioral Development	ISSN-0165-0254	PS	★	#
29	International Journal of Early Childhood	ISSN-0020-7187	PS	★	@
30	Journal of Adolescent Research	ISSN-0743-5584	PS	★	#
31	Journal of Computing in Childhood Education	ISSN-1043-1055	PS	★	
32	Journal of Early Adolescence	ISSN-0272-4316	PS	★	#@
33	Journal of Early Childhood Teacher Education	ISSN-1090-1027	PS	★	
34	Journal of Experimental Child Psychology	ISSN-0022-0965	PS	★	#@
35	Journal of Research in Childhood Education	ISSN-0256-8543	PS	★	@
36	Journal of Research on Adolescence	ISSN-1050-8392	PS	★	#
37	Merrill-Palmer Quarterly	ISSN-0272-930X	PS	★	#
38	Monographs of the Society for Research in Child Development	ISSN-0037-976X	PS	★	
39	Montessori Life	ISSN-1054-0040	PS		
40	NAMTA Journal (North American Montessori Teachers Association)	•••	PS		
41	New Directions for Child Development	ISSN-0195-2269	PS	★	#@
42	NHSA Journal (National Head Start Association)	•••	PS		
43	Research in Middle Level Education Quarterly	ISSN-1082-5541	PS	★	
44	Scholastic Early Childhood Today	ISSN-1070-1214	PS		
45	Schools in the Middle	ISSN-0276-4482	PS		@
46	Teaching Pre K-8	ISSN-0891-4508	PS		#
47	Texas Child Care	ISSN-1049-9466	PS		
48	Young Children	ISSN-0044-0728	PS		#@

RC

1	Active Learner: A Foxfire Journal for Teachers	•••	RC		
2	Alberta Journal of Educational Research	ISSN-0002-4805	RC	★	#
3	American Indian and Alaska Native Mental Health Research	ISSN-0893-5394	RC		@
4	American Indian Culture and Research Journal	ISSN-0161-6463	RC		#
5	American Indian Quarterly	ISSN-0095-182X	RC		#
6	Appalachia	ISSN-0003-6595	RC		@
7	Appalachian Journal	ISSN-0090-3779	RC		
8	Bilingual Research Journal: The Journal of the National Association for Bilingual Education	•••	RC	★	#
9	Camping Magazine	ISSN-0740-4131	RC	★	#@
10	Canadian Journal of Native Education	ISSN-0710-1481	RC	★	
11	Comparative Education	ISSN-0305-0068	RC	★	#@
12	Comparative Education Review	ISSN-0010-4086	RC	★	#@
13	Education Canada	ISSN-0013-1253	RC	★	@
14	Education in Rural Australia	ISSN-1039-0026	RC	★	
15	Grassroots Development	•••	RC		
16	Great Plains Quarterly	•••	RC		
17	Hispanic	ISSN-0898-3097	RC		#@
18	Hispanic Journal of Behavioral Sciences	ISSN-0739-9863	RC		@
19	Human Services in the Rural Environment	ISSN-0193-9009	RC		@
20	Journal of Adventure Education and Outdoor Leadership	•••	RC	★	
21	Journal of American Indian Education	ISSN-0021-8731	RC	★	@
22	Journal of Experiential Education	ISSN-1053-8259	RC	★	@
23	Journal of Multicultural Social Work	•••	RC		
24	Journal of Navajo Education	ISSN 1042-3265	RC	★	
25	Journal of Research in Rural Education	ISSN-8756-0534	RC	★	@
26	Journal of Rural Studies	ISSN-0743-0167	RC		@
27	Mid-Western Educational Researcher	ISSN-1056-3997	RC	★	
28	Native Americas	•••	RC		

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29	Native Peoples: The Arts and Lifeways	ISSN-0895-7606	RC		
30	Now and Then	ISSN-0896-2693	RC		
31	Outdoor Network Newsletter	---	RC		
32	Pathways to Outdoor Communication	ISSN-1077-5110	RC		
33	Pathways: The Ontario Journal of Outdoor Education	---	RC	★	
34	Rural Conditions and Trends	---	RC		
35	Rural Development Perspectives	ISSN-0271-0171	RC		
36	Rural Educator	ISSN-0273-446X	RC	★	
37	Rural Sociology	ISSN-0036-0112	RC		#@
38	Rural Special Education Quarterly	ISSN-8756-8705	RC	★	@
39	Russian Language Journal	ISSN-0036-0252	RC		
40	Scientific Journal of Orienteering	---	RC		
41	Scottish Educational Review	ISSN-0141-9072	RC	★	
42	SKOLE: The Journal of Alternative Education	ISSN 1056 9197	RC		
43	Small Town	---	RC		
44	Social Forces	ISSN-0037-7732	RC		#@
45	Southern Rural Sociology	---	RC		
46	Studies in American Indian Literatures	ISSN-0730-3238	RC		
47	Wicazo Sa Review/Red Pencil Review	ISSN-0749-6427	RC		@
48	Winds of Change	ISSN-0888-8612	RC		@

SE

1	Advances in Physiology Education	ISSN-1043-4046	SE		#
2	Alternatives	ISSN-0002-6638	SE		#@
3	AMATYC Review (American Mathematical Association of Two-Year Colleges)	ISSN-0740-8404	SE		
4	American Biology Teacher	ISSN-0002-7685	SE	★	#@
5	American Journal of Physics	ISSN-0002-9505	SE		#
6	American Mathematical Monthly	ISSN-0002-9890	SE		#@
7	Australian Journal of Environmental Education	ISSN-0814-0626	SE		
8	Australian Mathematics Teacher	ISSN-0045-0685	SE		@
9	Australian Primary Mathematics Classroom	ISSN-1326-0286	SE		
10	Australian Science Teachers Journal	ISSN-0045-0855	SE		@
11	Australian Senior Mathematics Journal	ISSN-0819-4564	SE		
12	Biochemical Education	ISSN-0307-4412	SE		#@
13	Bioscene	---	SE		
14	Bioscience	ISSN-0006-3568	SE		#@
15	Canadian Journal of Environmental Education	ISSN-1205-5352	SE		
16	Chemecology	ISSN-0738-7776	SE		
17	Chemical Engineering Education	ISSN-0009-2479	SE		
18	ChemMatters	ISSN-0736-4687	SE		
19	Clearing: Environmental Education in the Pacific Northwest	---	SE		
20	College Mathematics Journal	ISSN-0746-8342	SE		#@
21	Curator	ISSN-0011-3069	SE		#@
22	Earth Journal	ISSN-0898-2996	SE		#
23	Earth	---	SE		
24	Education in Science	ISSN-0013-1377	SE	★	
25	Educational Studies in Mathematics	ISSN-0013-1954	SE	★	#@
26	Engineering Education	ISSN-0022-0809	SE		#@
27	Environmental Education	ISSN-0309-8451	SE		
28	Environmental Education Research	ISSN-1350-4622	SE		
29	Environmentalist	ISSN-0251-1088	SE		@
30	European Journal of Engineering Education	ISSN-0304-3797	SE		#
31	Focus	ISSN-0015-5004	SE		#
32	Focus on Learning Problems in Mathematics	ISSN-0272-8893	SE	★	#@
33	For the Learning of Mathematics	---	SE		
34	Green Alternatives	ISSN-1064-8852	SE		
35	Green Teacher	ISSN-1192-1285	SE		
36	Hiroshima Journal of Mathematics Education	ISSN-0919-1720	SE		
37	International Environmental Affairs	ISSN-1041-4665	SE		@

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( ) = Information in parentheses explains acronym appearing in journal title, or provides acronym by which journal is conveniently known.

38	International Journal of Computers for Mathematical Learning	ISSN-1382-3892	SE			
39	International Journal of Environmental Education and Information	ISSN-0144-9281	SE			
40	International Journal of Science Education	ISSN-0950-0693	SE	★		@
41	Issues in Science and Technology	ISSN-0748-5492	SE		#	@
42	Journal for Research in Mathematics Education	ISSN-0021-8251	SE	★		@
43	Journal of Biocommunication	ISSN-0094-2499	SE			@
44	Journal of Biological Education	ISSN-0021-9266	SE		#	@
45	Journal of Chemical Education	ISSN-0021-9584	SE		#	@
46	Journal of College Science Teaching	ISSN-0047-231X	SE	★	#	
47	Journal of Computer Science Education	ISSN-1040-7553	SE			
48	Journal of Computers in Mathematics and Science Teaching	ISSN-0731-9258	SE	★		@
49	Journal of Elementary Science Education	---	SE	★		
50	Journal of Engineering Education	ISSN-1069-4730	SE			
51	Journal of Environmental Education	ISSN-0095-8964	SE	★	#	@
52	Journal of Environmental Health	ISSN-0022-0892	SE		#	@
53	Journal of Geological Education	ISSN-0022-1368	SE			@
54	Journal of High School Science Research	ISSN-1057-6932	SE			
55	Journal of Mathematical Behavior	ISSN-0732-3123	SE	★	#	@
56	Journal of Natural Resources and Life Sciences Education	ISSN-1059-9053	SE			@
57	Journal of Research in Science Teaching	ISSN-0022-4308	SE	★	#	@
58	Journal of Science Education and Technology	ISSN-1059-0145	SE	★	#	@
59	Journal of Science for Persons with Disabilities	---	SE			
60	Journal of Science Math Education in Southeast Asia	ISSN-0126-7663	SE			
61	Journal of Science Teacher Education	ISSN-1046-560X	SE	★		
62	Legacy	ISSN-1052-3774	SE			@
63	Mathematical Cognition	ISSN-1354-6791	SE			
64	Mathematics and Computer Education	ISSN-0730-8639	SE			@
65	Mathematics Education Research Journal	ISSN-1033-2170	SE			
66	Mathematics Educator	ISSN-1062-9017	SE			
67	Mathematics in School	ISSN-0305-7259	SE			@
68	Mathematics Teacher	ISSN-0025-5769	SE	★	#	@
69	Mathematics Teaching in the Middle School	ISSN-1072-0839	SE	★		@
70	Medical Teacher	ISSN-0142-159X	SE		#	
71	Mercury	ISSN-0047-6773	SE		#	@
72	National Parks	ISSN-0276-8186	SE			@
73	Nature Study	ISSN-0028-0860	SE			@
74	NCSSSMST Journal (National Consortium for Specialized Secondary Schools of Mathematics, Science, and Technology)	---	SE			
75	New Ground	ISSN-1016-9075	SE			
76	New York State Mathematics Teachers' Journal	---	SE			
77	Ohio Journal of School Mathematics	---	SE			
78	Ohio Journal of Science	ISSN-0030-0950	SE		#	@
79	Our Children	ISSN-1083-3080	SE			
80	Our Planet	ISSN-1013-739X	SE			
81	Past Sixteen Science Issues (PSSI) Forum	ISSN-0959-8820	SE			
82	Physics Education (India)	ISSN-0970-5953	SE			
83	Physics Education	ISSN-0031-9120	SE		#	@
84	Physics Teacher	ISSN-0031-921X	SE	★	#	
85	Population Education in Asia and the Pacific Newsletter and Forum	ISSN-0251-4621	SE			
86	Population Research and Policy Review	ISSN-0167-5923	SE		#	@
87	Primary Science Review	ISSN-0269-2465	SE			
88	Primus	ISSN-1051-1970	SE			
89	Quantum	ISSN-1048-8820	SE			@
90	Research in Science and Technological Education	ISSN-0263-5143	SE	★		
91	Research in Science Education	ISSN-0157-244X	SE	★		
92	Resource Recycling	ISSN-0744-4710	SE			@
93	School Science and Mathematics	ISSN-0036-6803	SE	★	#	@
94	School Science Review	ISSN-0036-6811	SE			@
95	Science Activities	ISSN-0036-8121	SE	★		@
96	Science and Children	ISSN-0036-8148	SE	★		@
97	Science Education International	---	SE			
98	Science Education	ISSN-0036-8326	SE	★	#	@
99	Science News	ISSN-0036-8423	SE		#	

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100	Science Scope	ISSN-0887-2376	SE	★	@
101	Science Teacher	ISSN-0036-8555	SE	★	#@
102	Science, Technology and Human Values	ISSN-0162-2439	SE		@
103	Teaching Children Mathematics	ISSN-1073-5836	SE	★	@
104	Teaching Statistics	ISSN-0141-982X	SE		
105	World Watch	ISSN-0896-0615	SE		#@
106	Zentralblatt fur Didaktik der Mathematik/International Reviews on Mathematical Education	ISSN-0044-4103	SE		

SO

1	American Behavioral Scientist	ISSN-0002-7642	SO		#@
2	American Historical Review	ISSN-0002-8762	SO		#@
3	American Journal of Sociology	ISSN-0002-9602	SO		#@
4	American Political Science Review	ISSN-0003-0554	SO		#@
5	American Sociologist	ISSN-0003-1232	SO		@
6	Art Education	ISSN-0004-3125	SO		@
7	Arts and Learning Research	---	SO		
8	Arts Education Policy Review	ISSN-1063-2913	SO		
9	Australian Art Education	ISSN-1032-1942	SO		
10	British Educational Research Journal	ISSN-0141-1926	SO		#@
11	British Journal of Sociology of Education	ISSN-0142-5692	SO		@
12	Bulletin of the Council for Research in Music Education	ISSN-0010-9894	SO		
13	Canadian Review of Art Education: Research and Issues	ISSN-0384-1839	SO		
14	Canadian Social Studies	ISSN-1191-162X	SO	★	
15	Chinese Education & Society	ISSN-1061-1932	SO		#
16	Chinese University Education Journal	---	SO		
17	Computers and the Humanities	ISSN-0010-4817	SO		#@
18	Councilor	ISSN-1056-0335	SO		
19	Economics and Business Education	ISSN-0969-2509	SO		
20	Economics	ISSN-0300-4287	SO		
21	Educational Psychology: An International Journal of Experimental Educational Psychology	ISSN-0144-3410	SO		#@
22	Educational Studies	ISSN-0305-5698	SO		#
23	European Education	ISSN-1056-4934	SO		@
24	European Journal of Psychology of Education	ISSN-0256-2928	SO		
25	Feminist Teacher	ISSN-0882-4843	SO		@
26	Geographical Education	ISSN-0085-0969	SO		
27	Georgia Social Science Journal	ISSN-0016-8408	SO		
28	Historical Methods	ISSN-0161-5440	SO		@
29	History Computer Review	ISSN-1087-6758	SO		
30	History of Education	ISSN-0046-760X	SO		#
31	History of Education Quarterly	ISSN-0018-2680	SO		
32	History Teacher	ISSN-0018-2745	SO	★	@
33	Humanities	ISSN-0018-7526	SO		@
34	Intercollegiate Review: A Journal of Scholarship and Opinion	ISSN-0020-5249	SO		@
35	Interdisciplinary Humanities	ISSN-1056-6139	SO		
36	International Journal of Social Education	ISSN-0889-0293	SO		@
37	Journal of Aesthetic Education	ISSN-0021-8510	SO		@
38	Journal of American History	ISSN-0021-8723	SO		#@
39	Journal of Art and Design Education	ISSN-0260-9991	SO		#@
40	Journal of Curriculum Studies	ISSN-0022-0272	SO		#@
41	Journal of Economic Education	ISSN-0022-0485	SO	★	@
42	Journal of Geography in Higher Education	ISSN-0309-8265	SO		@
43	Journal of Geography	ISSN-0022-1341	SO	★	@
44	Journal of Moral Education	ISSN-0305-7240	SO	★	#@
45	Journal of Research in Music Education	ISSN-0022-4292	SO		
46	Journal of Social Psychology	ISSN-0022-4545	SO		#@
47	Journal of Social Studies Research	---	SO		
48	Journal of Social Theory in Art Education	---	SO		
49	Journal of the Middle States Council for the Social Studies	ISSN-0739-8069	SO		
50	Journal of World History	ISSN-1045-6007	SO		@

ISSN = **I**nternational **S**tandard **S**erial **N**umber
CH = Two-character prefix identifying responsible ERIC Clearinghouse (see list)
★ = Comprehensive Coverage (all articles). Unstarred journals are covered selectively.
( ) = Information in parentheses explains acronym appearing in journal title, or provides acronym by which journal is conveniently known.

51	Louisiana Social Studies Journal	---	SO		
52	Michigan Social Studies Journal	---	SO		
53	Moral Education Forum	ISSN-0163-6480	SO		
54	Music Educators Journal	ISSN-0027-4321	SO		
55	New England Journal of History	---	SO		
56	New Zealand Journal of Geography	ISSN-0028-8292	SO		@
57	OCSS Review (Ohio Council for Social Studies)	ISSN-1050-2130	SO		@
58	Organization of American Historians (OAH) Magazine of History	ISSN-0882-228X	SO	★	
59	Oxford Review of Education	ISSN-0305-4985	SO		#@
60	Paedagogica Historica	ISSN-0030-9230	SO		@
61	Perspectives on Political Science	ISSN-1045-7097	SO		@
62	Prospects	ISSN-0033-1538	SO		
63	PS: Political Science and Politics	ISSN-1049-0965	SO		#@
64	Religion & Public Education	---	SO		
65	Religious Education	ISSN-0034-4087	SO		@
66	Russian Education and Society	ISSN-1060-9393	SO		#@
67	School Arts	ISSN-0036-6463	SO		#@
68	Social Education	ISSN-0037-7724	SO	★	#@
69	Social Science Quarterly	ISSN-0038-4941	SO		#@
70	Social Science Record	ISSN-0037-7872	SO		@
71	Social Studies and the Young Learner	---	SO	★	
72	Social Studies	ISSN-0037-7996	SO	★	#@
73	Social Studies Journal	ISSN-0886-9286	SO		
74	Social Studies Professional	---	SO		
75	Social Studies Review	ISSN-1056-6325	SO		#@
76	Social Studies Texan	ISSN-1056-4675	SO		
77	Sociology of Education	ISSN-0038-0407	SO	★	#
78	Southern Social Studies Journal	ISSN-1047-7942	SO		
79	Studies in Art Education	ISSN-0039-3541	SO		@
80	Teaching History: A Journal of Methods	ISSN-0730-1383	SO	★	@
81	Teaching of Psychology	ISSN-0098-6283	SO		
82	Teaching Sociology	ISSN-0092-055X	SO		
83	Theory and Research in Social Education	ISSN-0093-3104	SO	★	#@
84	Update on Law-Related Education	ISSN-0147-8648	SO		
85	Visual Arts Research	ISSN-0736-0770	SO		@
86	Westminster Studies in Education	ISSN-0140-6728	SO		@
87	World History Bulletin	---	SO		
88	Zeitschrift fur Internationale Erziehungs und Sozialwissenschaftliche Forschung	ISSN-0930-9381	SO		
89	Zeitschrift fur Padagogik	ISSN-0044-3247	SO		

SP

1	Action in Teacher Education	ISSN-0162-6620	SP	★	@
2	American Journal of Health Behavior	ISSN-1087-3244	SP		
3	American Journal of Health Promotion	ISSN-0890-1171	SP		@
4	College of Education Review	---	SP		
5	Contemporary Education	ISSN-0010-7476	SP		#@
6	Educational Foundations	ISSN-1047-8248	SP		@
7	Educational Theory	ISSN-0013-2004	SP		@
8	European Journal of Teacher Education	ISSN-0261-9768	SP		
9	Health Educator: Journal of Eta Sigma Gamma	---	SP		
10	Instructor	ISSN-1049-5851	SP		#@
11	Interchange	ISSN-0826-4805	SP		@
12	Journal of American College Health	ISSN-0744-8481	SP		#@
13	Journal of Athletic Training	ISSN-0160-8320	SP		#@
14	Journal of Classroom Interaction	ISSN-0749-4025	SP		@
15	Journal of Computing in Teacher Education	ISSN-1040-2454	SP		
16	Journal of Education for Teaching	ISSN-0260-7476	SP	★	@
17	Journal of Educational Research	ISSN-0022-0671	SP	★	#@
18	Journal of Health Education	ISSN-1055-6699	SP		#@

ISSN = **I**nternational **S**tandard **S**erial **N**umber
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★ = Comprehensive Coverage (all articles). Unstarred journals are covered selectively.
( ) = Information in parentheses explains acronym appearing in journal title, or provides acronym by which journal is conveniently known.

19	Journal of Information Technology for Teacher Education	ISSN-0962-029X	SP		
20	Journal of Leisure Research	ISSN-0022-2216	SP		#@
21	Journal of Physical Education, Recreation and Dance	ISSN-0730-3084	SP		#@
22	Journal of Research and Development in Education	ISSN-0022-426X	SP	★	
23	Journal of Research on Christian Education	ISSN-1065-6219	SP		
24	Journal of School Health	ISSN-0022-4391	SP	★	#@
25	Journal of Staff Development	ISSN-0276-928X	SP	★	#
26	Journal of Teacher Education	ISSN-0022-4871	SP	★	#@
27	Journal of Teaching in Physical Education	ISSN-0273-5024	SP		@
28	Journal of the International Council for Health, Physical Education, Recreation, Sport, and Dance	ISSN-1046-3380	SP		@
29	Learning	ISSN-0090-3167	SP		#
30	Parks and Recreation	ISSN-0031-2215	SP		#@
31	Peabody Journal of Education	ISSN-0161-956X	SP	★	
32	Peer Facilitator Quarterly	ISSN-0741-2282	SP		
33	Physical Educator	ISSN-0031-8981	SP		@
34	Physician and Sportsmedicine	ISSN-0091-3847	SP		#@
35	Quest	ISSN-0033-6297	SP		@
36	Research Papers in Education: Policy & Practice	ISSN-0267-1522	SP		
37	Research Quarterly for Exercise and Sport	ISSN-0270-1367	SP		#@
38	SCHOLE: Journal of Leisure Studies and Recreation Education	•••	SP		
39	Sociology of Sport Journal	ISSN-0741-1235	SP		@
40	Strategies	ISSN-0892-4562	SP		@
41	Teacher Education and Practice	•••	SP		
42	Teacher Education Quarterly	ISSN-0737-5328	SP		#@
43	Teacher Educator	ISSN-0887-8730	SP	★	
44	Teacher Magazine	ISSN-1046-6193	SP		#@
45	Teachers College Record	ISSN-0161-4681	SP	★	#@
46	Teaching and Change	ISSN-1068-378X	SP		#
47	Teaching and Teacher Education	ISSN-0742-051X	SP	★	#
48	Teaching Education	ISSN-1047-6210	SP		@
49	Theory into Practice	ISSN-0040-5841	SP	★	#@
50	Therapeutic Recreation Journal	ISSN-0040-5914	SP		@

TM

1	American Educational Research Journal	ISSN-0002-8312	TM	★	@
2	Applied Measurement in Education	ISSN-0895-7347	TM	★	#@
3	Applied Psychological Measurement	ISSN-0146-6216	TM	★	@
4	Assessment	ISSN-1073-1911	TM		
5	Canadian Journal of Education	ISSN-0380-2361	TM		@
6	Canadian Journal of Program Evaluation	ISSN-0834-1516	TM		
7	Cognitive Psychology	ISSN-0010-0285	TM		#@
8	Contemporary Educational Psychology	ISSN-0361-476X	TM		#
9	Educational and Psychological Measurement	ISSN-0013-1644	TM	★	@
10	Educational Evaluation and Policy Analysis	ISSN-0162-3737	TM	★	@
11	Educational Measurement: Issues and Practice	ISSN-0731-1745	TM	★	#@
12	Educational Research Quarterly	ISSN-0196-5042	TM	★	@
13	Evaluation and Program Planning	ISSN-0149-7189	TM		#@
14	Evaluation and the Health Professions	ISSN-0163-2787	TM		#@
15	Evaluation Practice	ISSN-0886-1633	TM		@
16	Evaluation Review	ISSN-0193-841X	TM		#
17	Intelligence	ISSN-0160-2896	TM		#@
18	International Journal of Educational Research	ISSN-0883-0355	TM	★	#@
19	Journal of Educational and Behavioral Statistics	ISSN-1076-9986	TM	★	@
20	Journal of Educational Measurement	ISSN-0022-0655	TM	★	@
21	Journal of Educational Psychology	ISSN-0022-0663	TM	★	#@
22	Journal of Experimental Education	ISSN-0022-0973	TM		#@
23	Journal of Personnel Evaluation in Education	ISSN-0920-525X	TM	★	#
24	Journal of Youth and Adolescence	ISSN-0047-2891	TM		#@
25	Learning and Instruction	ISSN-0959-4752	TM		@

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26	Multivariate Behavioral Research	ISSN-0027-3171	TM		
27	New Directions for Evaluation	ISSN-0164-7989	TM		@
28	Psychological Assessment	ISSN-1040-3590	TM	★	#@
29	Psychological Review	ISSN-0033-259X	TM		#
30	Psychometrika	ISSN-0033-3123	TM		#@
31	Review of Educational Research	ISSN-0034-6543	TM	★	#@
32	Scandinavian Journal of Educational Research	ISSN-0031-3831	TM		@
33	School Psychology Review	ISSN-0279-6015	TM		#@
34	Structural Equation Modeling	ISSN-1070-5511	TM	★	
35	Studies in Educational Evaluation	ISSN-0191-491X	TM	★	#

UD

1	Amerasia Journal	ISSN-0044-7471	UD		#@
2	American Educator: The Professional Journal of the American Federation of Teachers	ISSN-0148-432X	UD	★	
3	American Journal of Education	ISSN-0195-6744	UD	★	#@
4	American Journal of Public Health	ISSN-0090-0036	UD		#@
5	American Psychologist	ISSN-0003-066X	UD		#
6	American Sociological Review	ISSN-0003-1224	UD		#
7	Anthropology and Education Quarterly	ISSN-0161-7761	UD	★	@
8	Asian American Policy Review	ISSN-1062-1830	UD		
9	Challenge: A Journal of Research on African American Men	ISSN-1077-193X	UD		#
10	Education and Urban Society	ISSN-0013-1245	UD	★	#@
11	Educational Researcher	ISSN-0013-189X	UD	★	
12	Equity & Excellence in Education	ISSN-1066-5684	UD	★	
13	Future of Children	ISSN-1054-8289	UD		@
14	Gender and Education	ISSN-0954-0253	UD		@
15	Illinois Schools Journal	ISSN-0019-2236	UD		@
16	International Migration Review	ISSN-0197-9183	UD		@
17	Journal of Black Psychology	ISSN-0095-7984	UD		#@
18	Journal of Black Studies	ISSN-0021-9347	UD		#@
19	Journal of Blacks in Higher Education	ISSN-1077-3711	UD	★	@
20	Journal of Cross-Cultural Psychology	ISSN-0022-0221	UD		#@
21	Journal of Education	ISSN-0022-0574	UD	★	#@
22	Journal of Intergroup Relations	ISSN-0047-2492	UD		@
23	Journal of Negro Education	ISSN-0022-2984	UD	★	#@
24	Journal of Research in Education	---	UD		
25	Journal of Social Issues	ISSN-0022-4537	UD		#@
26	Journal of Urban and Cultural Studies	ISSN-1054-1802	UD		
27	Journal of Urban Technology	ISSN-1063-0732	UD		
28	Migration World Magazine	ISSN-1058-5095	UD		@
29	Multicultural Education	ISSN-1068-3844	UD	★	
30	Multicultural Education Journal	ISSN-0823-6283	UD		
31	MultiCultural Review	ISSN-1058-9236	UD	★	@
32	Negro Educational Review	---	UD		
33	New England Journal of Public Policy	ISSN-0749-016X	UD		
34	New Schools, New Communities	ISSN-1077-2936	UD	★	#@
35	Policy Review	ISSN-0146-5945	UD		#@
36	Psychology of Women Quarterly	ISSN-0361-6843	UD		#@
37	Public Interest	ISSN-0033-3557	UD		#@
38	Sex Roles: A Journal of Research	ISSN-0360-0025	UD		#@
39	Signs: Journal of Women in Culture and Society	ISSN-0097-9740	UD		#@
40	Social Policy	ISSN-0037-7783	UD		#@
41	Society	ISSN-0147-2011	UD		#@
42	Journal of Education for Students Placed at Risk (JESPAR)	ISSN-1082-4669	UD	★	
43	Teaching Tolerance	---	UD		
44	Urban Affairs Quarterly	ISSN-0042-0816	UD		#@
45	Urban Anthropology and Studies of Cultural Systems and World Economic Development	ISSN-0894-6019	UD		@
46	Urban Education	ISSN-0042-0859	UD	★	#@

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47	Urban League Review	ISSN-0147-1740	UD	#@
48	Urban Review	ISSN-0042-0972	UD	★ #@
49	Western Journal of Black Studies	ISSN-0197-4327	UD	#@
50	Youth & Society	ISSN-0044-118X	UD	★ #

ERIC CLEARINGHOUSES (WITH PREFIXES)

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ERIC Clearinghouse on Educational Management	EA
ERIC Clearinghouse on Elementary and Early Childhood Education	PS
ERIC Clearinghouse on Higher Education	HE
ERIC Clearinghouse on Information and Technology	IR
ERIC Clearinghouse on Languages and Linguistics	FL
ERIC Clearinghouse on Reading, English, and Communication	CS
ERIC Clearinghouse on Rural Education and Small Schools	RC
ERIC Clearinghouse for Science, Mathematics, and Environmental Education	SE
ERIC Clearinghouse for Social Studies/Social Science Education	SO
ERIC Clearinghouse on Teaching and Teacher Education	SP
ERIC Clearinghouse on Urban Education	UD

STATISTICS:

Total Journal Titles Listed:	949 (100%)
★Journals Covered Comprehensively:	323 (34%)
Journals Covered Selectively:	626 (66%)
@Journal Article Reprint Services Provided by The UnCover Company:	541 (57%)
#Journal Article Reprint Services Provided by UMI:	388 (41%)

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Field Labels/Tags in Use by Selected Online and CD-ROM System Vendors for the ERIC Database

ERIC Ready Reference #18
March 1995

				DIALOG (Online and CD-ROM)		CDP Technologies (Online)		SilverPlatter (CD-ROM)		
#	Field	Mandatory/ Optional	File Used In	Label/ Tag	Example(s)	Label/ Tag	Example(s)	Label/ Tag	Example(s)	Notes
1	**ERIC Accession Number** (including limiting by file segment)	M	ED/EJ	Online: None Disk: EN	Type ED123456 S3/ED260173-ED999999 S5/ED EN=EJ406522	AN	ed305328.an. limit 1 to rie	AN	AN=ED348055 ED348055 in AN	EN = ERIC Number
2	**Clearinghouse Accession Number**	M	ED/EJ	AN=	AN=IR514912	CH	ea502700.ch.	CHN	CHN=UD024506 UD024506 in CHN	
3	**Clearinghouse Prefix**	M	ED/EJ	CH=	CH=IR	CH	so.ch. ch=so	CH	CH=JC JC in CH	
4	**Issue of Abstract Journal** (RIE or CIJE)	M	ED/EJ	JA=	JA=RIEMAY93	—	—	IS	Not searchable	JA = Journal Announcement DIALOG: RIE since 1969; CIJE since Mar. 1979
5	**Title**	M	ED/EJ	/TI	S VCR (F) Classroom/TI	TI	student competition.ti.	TI	Computers in TI	
6	**Personal Author**	O	ED/EJ	AU=	AU=Reider, Bob?	AU	finney d$.au. au=finney-d$	AU	Bruner-Jerome-S in AU	
7	**Publication Date**	M	ED/EJ	PY=	PY=1986 S1/1986	YR	89.yr. ..l/1 yr=1993	PY	PY>=1988 1993 in PY	PY = Publication Year
8	**Journal Citation**	O/M	ED (O) EJ (M)	JN=	JN=Daedalus	SO	reading horizons.so.	JN	Libraries* in JN (* = any characters)	JN = Journal Name SO = Source (Journal)
9	**Publication Type** (Code and Name)	M	ED/EJ	DT=	DT=080 DT=Project Description	PT	080.pt. pt=080 journal articles.pt.	DT DTN	Guides in DT DTN=041 041 in DTN	DT = Document Type DTN = Document Type # Field added Sept. 1974.
10	**Language** (of Document)	M	ED/EJ	LA=	LA=German	LG	spa.lg. lg=spa	LA	LA=French French in LA	Field added January 1979. CDP: Language names converted to three-character codes

				DIALOG (Online and CD-ROM)		CDP Technologies (Online)		SilverPlatter (CD-ROM)		
#	Field	Mandatory/ Optional	File Used in	Label/ Tag	Example(s)	Label/ Tag	Example(s)	Label/ Tag	Example(s)	Notes
11	**Descriptive Note**	O	ED/EJ	/NT	S Evaluation (W) Network/NT	NT	paper adj10 conference.nt.	NT	Presented in NT	DIALOG: Online from May 1985; CD-ROM from 1966
12	**Target Audience**	O	ED/EJ	TA=	TA=Practitioners	AT	practitioners.at. at=practitioners	TA	TA=Parents Parents in TA	RIE: Since 1975 CIJE: Since 1984 AT = Audience Type
13	**Abstract/ Annotation**	M/O	ED (M) EJ (O)	/AB	S Audiovisual (W) Material?/AB	AB	teacher adj10 mentor.ab.	AB	Consumer in AB	
14	**Pagination**	M	ED	—	—	—	—	PG	12 in PG PG>=12	Not searchable online
15	**Level of Availability** (1, 2, or 3)	M	ED	—	—	—	—	LV	LV=3 3 in LV	Not searchable online
16	**Report Number**	O	ED	RN=	RN=CBR-85-2	RP	cs 89 267.rp. rp=cs-89-267	RN	RN=TR-2-ONR TR-2-ONR in RN ISBN-0-7246-1346-3 in RN	
17	**International Standard Book Number** (ISBN)	O	ED	BN=	BN=0-7246-1346-3	RP	isbn 0 7246 1403 6.rp.	RN	RN=ISBN-0-7246-1346-3	DIALOG extracts from report number field and puts in separate field
18	**International Standard Serial Number** (ISSN)	O	ED/EJ	SN=	SN=0002-9769	IS	0002 9769.is.	SN	SN=ISSN-0738-4122	
19	**Contract/Grant Number**	O	ED	CN=	CN=NIE-G-83-0005	NO	adm 281 75 0013.no.	CN	CN=400-83-0015 400-83-0015 in CN	ERIC merged contract and grant fields in 1991
20	**Geographic Source** (Country/State)	O	ED	CP=	CP=U.S. CP=Kenya	CP	us.cp. cp=us	CP	CP=Japan Maryland in CP	Field added January 1979 CP = Country of Publication CDP: State name searching is unavailable in this field
21	**Governmental Status**	O	ED	GL=	GL=Federal	GO	state.go. go=state	GL	GL=Local Local in GL	GL = Governmental Level
22	**Availability** (Outside ERIC)	O	ED	Online:SO Disk: AL	Not Searchable	AV or DD	umi.av. umi.dd.	AV	Not Searchable	SO = Source Information AL = Alternative availability DD = Document Delivery

#	Field	Mandatory/ Optional	File Used In	DIALOG (Online and CD-ROM)		CDP Technologies (Online)		SilverPlatter (CD-ROM)		Notes
				Label/ Tag	Example(s)	Label/ Tag	Example(s)	Label/ Tag	Example(s)	
23	**EDRS Price**	M	ED	AV=	AV=(EDRS(W)Price)	AV	microfiche.av.	PR	Not Searchable	EDRS = ERIC Document Reproduction Service
24	**Institution** (Preparing) —Name —Code	O	ED	CS=	CS=(Council(F)Library) CS=BBB00001	IN	community college$.in. BBB10359.in. in=BBB10359	CS	Rand in CS	CS = Corporate Source Code not searchable on CD-ROM
25	**Sponsoring Agency** —Name —Code	O	ED	SP=	SP=(Northwest(2W) Lab?) SP=BBB19860	SA	northwest adj10 lab$.sa. edd00001.sa.	SP	Northwest in SP	Code not searchable on CD-ROM
26	**Update Code**	—	ED/EJ	UD=	UD=9999	EM	8910.em.	?	?	Field added by vendors EM = Entry Month
27	**Descriptor**	M	ED/EJ							
	A. Single Word Descriptor			/DF	Scores/DF	DE or SH	ability.de. de=ability history.sh. scores/	DE	Scores- in DE Scores-	DF = Descriptor "Full" DIALOG: Unlabelled multiword terms are automatically searched in both Descriptor and Identifier fields.
	B. Multiword Descriptor			No label necessary	Student Rights	DE or SH	academic achievement.de. elementary education.sh. physical health/	DE	Student-Rights Student-Rights in DE	DIALOG: /MAJ =/* (i.e., equivalent commands)
	C. Words Within a Descriptor			/DE	Ability/DE	HW	achievement.hw. mathemat$.hw. mathemat$.sh.	DE	Ability in DE	SH = Subject Heading HW = Heading Word CDP: mathemat$.hw. - retrieves all Descriptors with this truncation regardless of word order.
	D. Major Subject Descriptor			/MAJ or DE*, or DF*	Course Content/MAJ Course Content/DE* Scores/DF*	—	*course content	DEM	Course-Content in DEM	mathemat$.sh. - retrieves only Descriptors beginning with this truncation.
	E. Minor Subject Descriptor			/MIN	Bibliographies/MIN	—	—	DER	Bibliographies in DER	

				DIALOG (Online and CD-ROM)		CDP Technologies (Online)		SilverPlatter (CD-ROM)		
#	Field	Mandatory/ Optional	File Used In	Label/ Tag	Example(s)	Label/ Tag	Example(s)	Label/ Tag	Example(s)	Notes
28	**Identifier**	O	ED/EJ							
	A. Single Word Identifier			/IF	Scotland/IF	ID	holocaust.id. id=holocaust	ID	Scotland- in ID	IF = Identifier "Full" DIALOG: Unlabelled multiword terms are automatically searched in both Descriptor and Identifier Fields. CDP: All searches of Identifier field are free text searches. Cannot distinguish single word v. multiword Identifiers. Cannot discriminate major/minor Identifiers.
	B. Multiword Identifier			No label necessary	Family Literacy	ID	rorschach test.id.	ID	School-Effects in ID	
	C. Words Within an Identifier			/ID	Alaska/ID	ID	diversification.id.	ID	Diversification in ID	
	D. Major Subject Identifier			/MAJ or ID*, or IF*	Active Learning/MAJ ERIC/IF*	—	—	IDM	ERIC in IDM	
	E. Minor Subject Identifier			/MIN	ERIC Digests/MIN	—	—	IDR	ERIC-Digests in IDR	
29	Digest Full Text	O	ED	—	Not searchable. Displayable via Print Format 9, for Digest records only (DT=073).	—	—	TX	Not searchable. Displayable for Digest records only (DTN=073)	

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- Educational Management EA
- Elementary and Early Childhood Education PS
- Higher Education HE
- Information and Technology IR
- Languages and Linguistics FL
- Reading, English, and Communication CS
- Rural Education and Small Schools RC
- Science, Mathematics, & Environmental Education SE
- Social Studies/Social Science Education SO
- Teaching and Teacher Education SP
- Urban Education UD

Adjunct Clearinghouses (10)

- Child Care (To PS)
- Clinical Schools (To SP)
- Consumer Education (To CE)
- Entrepreneurship Education (To JC)
- ESL Literacy Education (To FL)
- International Civic Education (To SO)
- Law-Related Education (To SO)
- Service-Learning (To SO)
- Test Collection (To TM)
- U.S.-Japan Studies (To SO)

System Support Services (4)

- **ERIC Processing and Reference Facility** *(Database Management)*
- **ERIC Document Reproduction Service (EDRS)** *(Micrographics and Document Delivery)*
- **ACCESS ERIC** *(Outreach)*
- **U.S. Government Printing Office (GPO)** *(Publishing **Resources in Education**)*

Private Sector

Vendors Offering ERIC-Related Services

ERIC Bibliographic Database Vendors

Online Access	CD-ROM
Data Star Knight-Ridder (Dialog) OCLC Ovid Technologies	EBSCO Knight-Ridder (Dialog) National Information Services Co. (NISC) Oryx Press SilverPlatter Information

ERIC Document/Article Delivery Services

Documents (Microfiche/Paper Copies)	Journal Article Reprints
DynEDRS, Inc. (Operator of EDRS)	CARL, Inc. — UnCover Service Institute for Scientific Information (ISI) — Genuine Article Service University Microfilms International (UMI) — Article Reprint Service

Publishing

Current Index to Journals in Education (CIJE)	— Oryx Press
Resources in Education (RIE) Annual Indexes	— Oryx Press
Thesaurus of ERIC Descriptors	— Oryx Press

ERIC Information Resources; Referral Databases; Digests in Full Text, Internet-Based Files/Services

America Online
CompuServe (gateway)
Internet (various locations providing database segments, digest full text, electronic library services, etc.)

Public Sector

Users

Administrators; Counselors; Curriculum and Program Developers; Journalists; Librarians; Media Staff, Parents; Policymakers; Researchers; School Boards; Students; and Teachers

Prepared by the:
ERIC Processing and Reference Facility, 1100 West Street, 2nd Floor, Laurel, Maryland 20707-3598; Tel.: 301-497-4080; Toll Free: 800-799-3742; FAX: 301-953-0263; e-mail: ericfac@inet.ed.gov; WWW: http://ericfac.piccard.csc.com

ERIC®

Ready Reference #20
March 1997

ERIC on CD-ROM

The ERIC bibliographic database is available on CD-ROM-based retrieval systems from various vendors. The size of the ERIC database (just over one gigabyte) requires an "Archival" disc for the early years (e.g., 1966 through any year from 1979 to 1984; different vendors split the file at different years) and a second "Current" disc (or discs) for the subsequent years up to the present. Existing "Current" discs contain twelve (12) to fifteen (15) years worth of data. With CD-ROM storage technology continuing to improve, the number of discs that will be required in the future is subject to change.

The ERIC database is updated monthly by the ERIC system and most commercial online systems receive monthly update tapes from the ERIC Facility. Because of production costs, CD-ROM systems usually rely on quarterly updates that add three months of data to the Current disc at a time and that are issued four times a year. The less frequent updating of CD-ROM systems may require a user to maintain an online search capability if there is a need to access the very latest ERIC information.

The ERIC database is comprised of two files: *Resources in Education* (RIE), announcing the document literature, and *Current Index to Journals in Education* (CIJE), announcing journal articles. Most CD-ROM vendors offer both RIE and CIJE combined.

Retrieval software can be included on the CD-ROM (sometimes on the Current disc only) or provided separately on diskettes. The *Thesaurus of ERIC Descriptors*, a valuable aid in developing search strategies, has been incorporated into the retrieval systems of most CD-ROM vendors.

Table A below provides a list of all known ERIC on CD-ROM vendors, together with their addresses and telephone/FAX numbers.

Table B on the reverse side provides a price list for each CD-ROM vendor's products, together with some basic information about disc content. Consult the detailed price lists available from each vendor for complete up-to-date descriptions of options and prices.

Table A: ERIC on CD-ROM Vendors (Alphabetically Arranged)

EBSCO Publishing
10 Estes Street
P.O. Box 682
Ipswich, Massachusetts 01938
Toll Free: 800-653-2726
Telephone: 508-356-6500
FAX: 508-356-5640

ERIC Processing and Reference Facility
1100 West Street, 2nd Floor
Laurel, Maryland 20707-3598
Toll Free: 800-799-3742
Telephone: 301-497-4080
FAX: 301-953-0263

Knight-Ridder Information, Inc.
(formerly DIALOG Information Services)
2440 El Camino Real
Mountain View, California 94040
Toll Free: 800-334-2564
Telephone: 415-254-8800
FAX: 415-254-7070

National Information Services Corporation (NISC)
Wyman Towers, Suite #6
3100 St. Paul Street
Baltimore, Maryland 21218
Toll Free: None
Telephone: 410-243-0797
FAX: 410-243-0982

SilverPlatter Information, Inc.
100 River Ridge Drive
Norwood, Massachusetts 02062-5043
Toll Free: 800-343-0064
Telephone: 617-769-2599
FAX: 617-769-8763

Prepared by the...
ERIC Processing and Reference Facility, 1100 West Street, 2nd Floor, Laurel, Maryland 20707-3598
• Telephone: 301-497-4080 • FAX: 301-953-0263 • 800: 800-799-ERIC (3742) • Internet: ericfac@inet.ed.gov

TABLE B: ERIC ON CD-ROM PRODUCTS AND PRICES

				DISC CONTENT					
	VENDOR	ARCHIVAL DISC	CURRENT DISC	RIE	CIJE	THESAURUS	DIGEST FULL-TEXT	UPDATING	PRICES
1	EBSCO	1966-1982	1983-	Yes	Yes	Yes	Yes	Quarterly	Archival disc plus Current disc annual subscription: $1295 Current disc annual subscription: $695
2	ERIC Facility	1966-1979	1980-	Yes	Yes	Yes	Yes	Quarterly	Archival disc plus Current disc annual subscription: $125 Current disc annual subscription: $100 Archival disc only (no Current disc; no subscription): $ 25 Current disc only (no Archival disc; no subscription): $ 25 Archival disc plus Current disc (no subscription): $ 50 **NOTE:** The disc sold by the ERIC Facility is the same disc offered by NISC. No extra charge for LAN/WAN use. The Archival disc must be used in conjunction with the Current disc (which alone has the search software).
3	Knight-Ridder (formerly DIALOG)	1966-1982	1983-	Yes	Yes	Yes	Yes	Quarterly	Archival disc plus Current disc annual subscription: $1195 Current disc annual subscription — First Year: $ 650 — Renewal Year: $ 645
4	NISC	1966-1979	1980-	Yes	Yes	Yes	Yes	Quarterly	Archival disc plus Current disc annual subscription: free with purchase of a subscription to NISC's "Family Studies Database" ($595/yr). **NOTE:** The NISC ERIC on CD-ROM product is not sold separately by NISC, but is sold separately by the ERIC Facility.
5	SilverPlatter	1966-1981	1982-1991 1992-	Yes	Yes	Yes	Yes	Quarterly	Archival disc plus Current discs annual subscription (3 discs): $895 Current discs annual subscription (2 discs): $695 Truncated Current disc (rolling last four years; e.g., 1992-1994) annual subscription: $440 **NOTE:** Each new year, the oldest year on the "rolling" disc rolls backward and is added to the middle current disc.

Appendix B
Search Materials

Clearinghouse on Information & Technology IT

ERIC®

NETWORKER

August 1997

Number 9.0

Internet Access Points to ERIC

The following systems currently provide unrestricted Internet access to the ERIC database and ERIC Digest collection. For general information about ERIC, call 1-800-LET-ERIC or send e-mail to askeric@askeric.org.

The ERIC Database

The ERIC database contains bibliographic records of research reports, conference papers, teaching guides, books, and journal articles relating to the practice of education.

1 AskERIC

www.askeric.org

Click on Search ERIC Database

Ask ERIC
EDUCATION INFORMATION with the *personal* touch

Available Information:

- Full ERIC Database (1989-) Updated Monthly
- Journal Abstracts and Document Abstracts (including ERIC Digests)

Search Interface:
PL Web - Search by keyword, or by limiting to any of the following fields: author, title, ERIC number, descriptor, identifier, publication type, publication date.

2 ERIC Document Reproduction Service

edrs.com

Click on Search the ERIC Database and Order Documents Online

Available Information:

- Partial ERIC Database (1966-) Updated Monthly
- Document Abstracts (including ERIC Digests)

Search Interface:
Folio Infobase - Search by keyword, or by limiting to any of the following fields: author, title, ERIC number, ERIC Clearinghouse, descriptor, identifier, publication type, publication date, abstract, institution.

3 ERIC Clearinghouse on Assessment and Evaluation

ericae2.educ.cua.edu/aesearch.htm

Available Information:

- Full ERIC Database (1976-) Updated Quarterly
- Journal Abstracts and Document Abstracts (including ERIC Digests)

Search Interface:
Webinator - Search by keyword, or by limiting to any of the following fields: author, title, descriptor, publication type.

4 ERIC Clearinghouse on Assessment and Evaluation

ericae2.educ.cua.edu/scripts/ewiz/amain2.asp

Available Information:

- Full ERIC Database (1976-) Updated Quarterly
- Journal Abstracts and Document Abstracts (including ERIC Digests)
- Thesaurus of ERIC Descriptors

Search Interface:
Search Wizard - Use to identify appropriate descriptors; run prepackaged expert search strategies; search by keyword, or by limiting to any of the following fields: author, title, descriptor, publication type.

BEST COPY AVAILABLE

ERIC Digests

ERIC Digests (a portion of the ERIC database) are short reports on current education topics produced by each of the 16 ERIC Clearinghouses.

5 **The U.S. Department of Education**
www.ed.gov/databases/ERIC_Digests/index/

Available information:

- Nearly 2000 Full Text Digests Updated Quarterly

Search Interface:

- Excite for Web Servers - Search by keyword or concept

Obtaining ERIC Documents and ERIC Journal Articles

ERIC documents (identified by an ED number) are available in ERIC microfiche collections at more than 1000 locations worldwide. They can also be ordered from the ERIC Document Reproduction Service (EDRS). EDRS operates the document delivery service of the ERIC system. On-demand document ordering is possible through their World Wide Web site. EDRS also furnishes microfiche and/or paper copies of most ERIC documents and fax order/delivery service is available.

ERIC Document Reproduction Service (EDRS)
DynTel Corporation
7420 Fullerton Road, Suite 110
Springfield, Virginia 22153-2852
Phone: 800-443-ERIC (3742); 703-440-1400
FAX: 703-440-1408
e-mail: service@edrs.com
http://edrs.com

ERIC References with an EJ number are journal articles. Again, the least expensive way to pursue full text is to consult a library, either to track down the appropriate issue of the originating journal or to try to obtain the article through interlibrary loan. Otherwise, here are three article reproduction clearinghouses who, for a fee, will provide you with a copy. Please be aware that no article reproduction clearinghouse carries 100% of ERIC-indexed journal titles. CARL Uncover currently offers the greatest number of journals.

Carl Uncover Document Delivery Service
Phone: (800) 787-7979; (303) 758-3030
URL: uncweb.carl.org e-mail: uncover@carl.org

UMI Information Store
Phone: (800) 248-0360; (415) 433-5500
e-mail: orders@infostore.com

Institute for Scientific Information (ISI) Phone: (800) 523-1850 x1536; (215) 386-0100 x1536
e-mail: tga@isinet.com

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ERIC ON DIALOG CD-ROM
Search tips and strategies
FEB, 1997

The key to effective searching of ERIC on Dialog CD-ROM is to utilize the controlled vocabulary contained in the ERIC Thesaurus and ERIC Identifiers to the greatest extent possible. While searching by keywords (text words not limited to the subject or identifier fields) can be effective, using the controlled vocabulary gives the searcher a much better chance of the following:

1) Being comprehensive - using the controlled vocabulary that the indexers use when they index ERIC journals and documents goes a long way towards helping the searcher "cover the bases" and find everything that ERIC has to offer on a topic.

2) Avoiding false hits - using single keywords or phrases as opposed to controlled vocabulary (especially as the sole means of searching) typically results in a higher percentage of "false hits". Words or phrases often appear in abstracts that don't have any bearing on the searchers specific topic. As we are typically looking for at most 15-20 relevant citations for each request and since we deal with a high volume of questions, the less time spent sifting through "false hit" citations the better!

While it is often necessary to use a combination of ERIC descriptor/identifier and free text or keyword searching, searchers should typically begin with the controlled vocabulary and then refine with keywords if necessary.

Notes on the Thesaurus of ERIC Descriptors

Thesaurus Alphabetic Display

There are approximately 7,000 search terms and phrases which comprise the ERIC thesaurus. Most contain the following fields:

Date which the term began to be used as a descriptor

SN = scope notes or definitions of the term, sometimes includes a discussion of other terms which the term in question shouldn't be confused with.

UF = "Use for" - suggests concepts for which the official term should be used to search (e.g. if the searcher wants to search for "beauty" he/she should use "aesthetic values" as the official term)

BT = broader term, suggestions for less specific terms that might find additional information. Especially useful for the searcher if the narrower terms aren't retrieving much.

RT = related term, suggestions for other terms that the user might want to consider "or'ing" with the term in question (explained below). For example "affective behavior" is a related term to "affective measures".

NT = Narrower term - terms which are considered to be more specific than the term the searcher is looking at, for example "student alienation" is an NT or narrower term than "alienation".

Rotated Display of Descriptors

In addition to the alphabetic listing of descriptors which are typically presented with some combination of history, scope notes, NT's, BT's and RT's, there is a rotated display of descriptors which lists every ERIC descriptor which contains a certain word, whether or not that word is the first word in the descriptor phrase. This section of the thesaurus is extremely useful to check, especially if the searcher doesn't know the term and/or can't find it in the annotated alphabetic section. After locating a descriptor in the rotated display, the searcher can then check the term in the Thesaurus Alphabetic Display for further information.

In addition to the two sections of the ERIC Thesaurus mentioned above, the preliminary section of the thesaurus contains three extremely important sections on the following which the searchers should familiarize themselves with:

1) Mandatory "Education Level" Descriptors - almost always included in the indexing of ERIC journal articles and documents and are extremely helpful in limiting search retrieval. Include: "Early childhood education", "secondary education" and other terms.

2) "Age Level" Descriptors - not mandatory, but often used by indexers to help clarify the population being dealt with by the article, includes terms such as "infants", "adolescents", etc.

3) Publication types - three digit codes which indicate document characteristics, such as "Research/technical" or "Viewpoints".

Searchable Fields for Dialog's ERIC and Related Tips

Descriptor Field

ERIC subject descriptor (subject headings) - the 7,000+ single words/phrases ERIC indexers can use to describe the document/articles contents. To search in the descriptor field:

Add a /DE after the phrase or term.

Examples:

S Academic Achievement/DE
S Class Size/DE
S Parent Role/DE

TIP #1

If the ERIC descriptor has a qualifying statement after it placed in parentheses, you will only retrieve the citations indexed to it if you add this statement exactly as presented in the Thesaurus:

S Time Factors/DE retrieves no hits
S Time Factors (learning)/DE = 1,000+ hits

(Note: you can also truncate by typing **S Time Factor ?** to retrieve the hits. This works as long as you know the first word or words in the descriptor).

TIP #2

If you select only one word and place "/DE" after it, you will retrieve every citation which has that word in the descriptor field. Since some words are used in more than one descriptor, this can either expand your search successfully or lead to false hits!

For example there are over 40 ERIC descriptors that contain the word **parent**. If you type:

S Parent/DE

you will get any record which contains that word, currently over 21,000 citations.

If what you really want is **parent role** then you should type:

S Parent Role/DE

This eliminates all of the other citations which do not contain "parent role" as a subject descriptor.

TIP #3

If you want to search using a two word phrase in the descriptor field and that two word phrase is a part of a longer descriptor phrase, you must put the adjacency operator "( )" between the words. (Two parentheses marks placed next to each other with either nothing in between or the letter "w"). For example, you don't know the exact subject term (and haven't looked it up in the Thesaurus!) for the concept of full day schedules in reference to kindergarten (the actually descriptor is "full day half day schedules"), you would need to type the following:

S Full( )Day/DE (leads to over 50 hits)

If you type simply:

S Full Day/DE you will retrieve 0 (zero!) hits - you must use the adjacency operator "( )" unless you know and use the exact official subject descriptor term or use truncation:

S Full Day ?/DE retrieves the citations

S Half( )Day/De retrieves the citations, but **S Half Day ?** won't because the phrase "half day" does not appear first in the descriptor phrase.

Tip #4

When a descriptor is a single word and you want to avoid retrieving citations indexed to phrases which contain that word, use the /DF qualifier. For example typing:

S Adoption/DF potentially eliminates citations with "adoption (ideas)" in the descriptor field or "transracial adoption" in the descriptor field.

Identifier Field

There are over 50,000 identifiers that indexers can use to further clarify what a document/article is about. Identifiers are typically names of organizations, places, tests or other educational instruments, etc. Some terms or phrases that the searcher might think would be descriptors are actually identifiers (e.g. Project Head Start is an identifier not a descriptor). To search in the identifier field:

Add /ID after the phrase or term. For example:

S Project Head Start/ID
S Chicago/ID
S Chicago Public Schools IL/ID

TIPS for searching in the identifier field

Tips #1-#3 of the Descriptor field also hold for the identifier field

Tip #4

If the searcher wants to limit the results to a single word identifier term, type the following:

S China/IF

Searching the Descriptor and Identifier Field Simultaneously

When the searcher isn't using the books and is unsure of the terms, or when the terms could usefully be either descriptors or identifiers, a good strategy is to search both the descriptor and identifier fields simultaneously by typing **/DE,ID** after the term(s). For example:

S Gender/DE,ID

S Asthma/DE,ID

S Project( )Approach/DE,ID

S Project Approach ?/DE,ID

Searching for MAJOR CONCEPT descriptors or identifiers

An extremely useful strategy to use as way to both reduce and focus the citation retrieval set is to utilize the **/MAJ** field qualifier. Indexers specify some of the descriptors and/or identifiers they have selected as being major descriptors or major identifiers. This means that the descriptors/identifiers in part represent the major focus of the article. Both the descriptor and identifier fields are searched simultaneously when the searcher selects this field qualifier. For example:

S Adoption/MAJ

S Parent Participation/MAJ

S Head( )Start/MAJ

Searchers may want to elect to use MAJ when their search leads to over 70 or so citations after using the standard /DE or /ID qualifiers. One, any, or all terms may be re-searched using /MAJ.

To search for single word descriptors or identifiers as a major concept, use the following strategy:

S Discipline/DF,MAJ S Chicago/IF,MAJ

Author Field

The searcher can limit retrieval to documents written by specific author(s). The field qualifier is AU, but instead of attaching it after the author name (e.g. Rose/AU) the searcher uses the AU= command as follows:

S AU=Katz will retrieve no citations because there is always some characters that appear after the name Katz in the author field.

S AU=Katz? will retrieve all authors with a last name of Katz and any first name, plus all other authors with a last name that begins with Katz (Katzenburg, Katzer, etc.) with any first names.

S AU=Katz, L? will retrieve any citations written by an author with the last name of Katz and the first initial of the first name of "L".

S Au=Katz, Lilian will retrieve any citations with this exact name in the author field (only three currently)

S AU=Katz, Lilian? will retrieve any citations written by Lilian Katz with any middle initial (currently 87!)

Tip #1 for Author Searching

Use truncation effectively to limit your retrieval to the greatest extent possible without losing any citations. The truncation symbol is a ? If the searcher appends a the ? at any point, the system will search for any ending. For example:

S AU=Brown? will retrieve Brown, Brownlee, Brownie, etc.

If you know the last name for sure, it is best to use the question mark after the comma that follows that last name as follows:

S AU=Biondi, ?

If you know the first initial of the first name use the question mark after that initial, especially if you think the author may just go by his/her initial as follows:

S AU=Biondi, L?

Tip #2 for Author Searching

Use the Expand command when in DOS or the appropriate Window menu if using DIALOG on Windows to all possible variations of the authors name and select accordingly. For example:

E AU=Katz, L

will lead you to an index of author names, and you can select all variations of Lilian's name by doing the following:

E3 Katz, Larry
E4 Katz, Lilian
E5 Katz, Lilian G.
E6 Katz, Lilian G, ED.
E7 Katz, Lillian G.
E8 Katz, Manny

Since E4, E5, E6, E7 are all relevant, the searcher can select them by typing:

S E4-E7

This retrieves all citations that contain any variations of Lilian's name. This can be done in Windows as well using the mouse to select the relevant sets, after first using the Search/Modify menu and selecting Author.

Title Field

Searchers can utilize the title field and search only for words in a title. This is usually reserved for citation verification, but can be done to retrieve relevant citations on a topic. Typically, the searcher will then check the descriptor field of the best "hits", then do further subject searching. To search in the title field, add the /TI qualifier after the term or terms. Some examples:

S Inclusion/TI
S Year( )Round/TI
S Montessori/TI
S Back(1w)Basics/TI retrieves titles with "Back to basics" in the title (see "operators and connectors" below)

Document Types

The available document types are listed in the front of the thesaurus. Sets of citations which represent a certain document type can be created and then combined with other sets of subject related citations. Some examples:

S DT=073 (retrieves all ERIC Digests)
S DT=143 (retrieves research/technical reports)

Abstract Field

To search in the abstract field, use the /AB qualifier after words or phrases as in the following examples:

S Reading( )Tests/AB
S Parent? ?/AB and Divorce/AB (see "operators and connectors" below)
S Discipline(3N)Teenagers/AB (see "operators and connector" below)
S Looping/AB,TI (searches in abstract or title field)

Accession # Field

To search either by ED or EJ # or by the specific Clearinghouse do the following use **EN=** (for entry number) or **AN=**(for accession number) as follows:

S EN=ED309876
S EN=EJ452897
S AN=PS345787 (will retrieve an EECE indexed document)

Publication Year Field

To create a set of citations which were all published in the same year, do the following:

S PY=1996
S PY=1996 or PY=1995 (creates a set which contains citations published in either year - see "operators and connectors" section)
S PY=1994:1996 (search for a range of years by placing a colon between the start/stop years)

Language Field

To create a set of citations written in a certain foreign language or English, do the following:

S LA=German
S LA=Spanish
S LA=English (not typically done, takes a long time since the majority of citations in ERIC are English-language)

Target Audience Field

To search in the Target Audience field, do the following:

S TA=Practitioners
S TA=Parents

Other Fields

Corporate Source	**S CS=IBM**
Sponsoring Agency	**S SP=United( )Nations**
Contract/Grant #	**S CN=NIE-G-83-0005**
Project Number	**S PN=BR-6-0375B**
Country of Pub.	**S CP=U.S.**
Journal	**S JN=Reading Horizons**
Clearinghouse	**S CH=PS** (retrieves all citations indexed by ERIC/EECE)
ERIC Journals	**S S4/EJ** (limits retrieval from set #4 to only journal articles)
ERIC Documents	**S S4/ED** (limits retrieval from set #4 to only ERIC Documents)
Note field	**S Evaluation(W)Network/NT**
ISBN number	**S BN=0-7246-1346-3**
ISSN number	**S SN=0002-9769**
Government Level	**S GL=State**
Journal Announcemen	S JA=CIJMAY96
Report Number	S RN=CBR-85-2

NO FIELD QUALIFIERS

When the searcher simply enters words or phrases, the computer will search in the Basic Index Fields, which include the abstract, descriptor, identifier, note, and title fields simultaneously:
S health( )education
S bully?(3W)adolescent? ?

Phrases may not be entered without the connecting brackets when searching without field qualifiers unless the searcher has entered an exact descriptor or identifier. In other words, typing:

S·**school discipline** will not lead to any hits, but typing **S school( )discipline** will!

CREATING SEARCH STRATEGIES

Operators and Connectors

Operators

There are three major boolean operators in DIALOG which searchers can use : AND, OR, NOT

AND

Searchers use AND when they want two or more words, phrases, descriptors, etc. to all appear in any of the retrieved Digests. Here are some examples:

S Class size/DE and Kindergarten/DE - this retrieves any citation which has both "class size" as a descriptor and at least one of the two ERIC descriptors which contains the word "kindergarten" - either "kindergarten" or "kindergarten children"

S AU=Katz, L? and Project( )Approach/DE,ID - this retrieves any citation which was written by an author with the last name Katz first initial of first name L and has the phrase "Project Approach" in either the identifier or descriptor fields.

S Academic Achievement/DE and Hispanic Americans/DE and Migrant Education/DE - this retrieves citation that contains all three of these ERIC subject headings in the descriptor field.

S S4 and S5 - retrieves citations that meet the search criteria for both sets

OR

This is the technique that searchers can use when they want to retrieve any citation on two or more related concepts. Here are some examples:

S Outcomes of Education/DE or Academic Achievement/DE or Educational Benefits/DE - this creates set of citations which contains at least one of these three descriptors

S Year( )Round( )Schools/TI or Extended( )School( )Year/TI - this retrieves any citation which contains either the phrase "year round schools" or "extended school year" in the title field.

S Reggio/ID or Project( )Approach/ID - this retrieves every citation which has either the word "Reggio" in the identifier field or the phrase "Project Approach" in the identifier field.

S S1 or S2 or S3 - retrieves citations from any of these sets

NOT

The operator NOT may be used to eliminate a subset of the retrieved citations (i.e. the searcher wants all citations on Concept 1 that don't also mention Concept 2), or more frequently to eliminate citations that have already been looked at (i.e. the searcher has gotten everything out of Set #4, uses a different search strategy to create Set #8, then uses NOT to delete any Set #8 citation that he/she has already seen in Set #4). Some examples appear below:

S Mixed Age Grouping/DE not Multigraded classes/DE - this will give the searcher every citation that contains the descriptor "mixed age grouping" that doesn't also contain the descriptor "multigraded classes". The danger behind doing this is that the searcher can eliminate useful citations.

S S8 not S4 - retrieves every citation in Set #8 that isn't in Set #4

Connectors

Connectors may be used to establish a relationship between two or more words. Dialog requires use of parentheses in order to use connectors. The two major connectors are "W" for with, and "N" for near. Using W requires that words appear in the order specified, while using N allows the words to appear in any order. Here are some examples (notice the use of parentheses in all examples) :

S Back(1W)Basics/AB,TI - will retrieve any citation with the phrase "back to basics" in the abstract or title fields

S Teenage?(3N)Violence - will retrieve any citation which has the word "teenager/teenagers/teenage or other variations within three words of the word "violence". Thus this search would retrieve citations which had sentences such as "teenagers who perpetrate this violence" as well as "there are many problems related to violence among teenagers". Note that since no field qualifier is used, the system will search in the title, abstract, descriptor, note and identifier fields.

S asthma(3w)education - retrieves any citations that contains "asthma education" or sentences such as "asthma deaths reduced by education" in the basic index.

Nesting

Nesting is the use of parentheses to group search terms appropriately so that the search will be done as intended. It is used when more than one operator is used in a search strategy. When AND's and OR's are used together in one strategy, the DIALOG system will do the AND's first unless parentheses are used to "nest" the terms appropriately. An example appears below:

The searchers wants to find out about parent role or influence on their child's career selection.

S Parent Role/DE or Parent Influence/DE and Career Selection/DE - this is incorrect, since it will retrieve any citation that has "parent role" in the descriptor field as well as any citation that has both "parent influence" and "career selection" in the descriptor fields. What the searcher should do is nest the terms as follows:

S (Parent Role/DE or Parent Influence/DE) and Career/DE - this will retrieve every citation that has either "parent role" or "parent influence" and the word "career" in the descriptor fields.

S (AU=Katz, L? or AU= Chard, S?) and (Mixed Age Grouping/DE or Reggio/ID) will retrieve any citat written by either author on either topic - in other words, citations have to have at least one of the authors and have either the descriptor "mixed age grouping" or the identifier "Reggio".

Some Other DIALOG Search Tips

1) Typed commands always appear as capitol letters.

2) Stop Words - there are certain words that can't be searched unless they are part of a descriptor or identifier and field qualified as such. They are "stop" words because they are too common for the system to search for. They include a, an, are, as, by, for, from, in, of, on, that, the, this, to, with, would (note this list isn't comprehensive).

3) Display formats in Windows are set up using the appropriate menu bars. No display command is needed, searchers minimize the search window and the display window appears. When using DIALOG for DOS, th following Display commands can be used by using the following command:

D set#/format#/citation # (e.g. D s3/5/all, or D 4/5)

Format 1 = AN, CH accession
Format 2 = AN, TI, AU, SO, LA, DT, JA, DE, ID
Format 3 = AN, TI, AU, SO, AB (good for demos)
Format 4 = Format 2 plus AB
Format 5 = Complete resume
Format 6 = An,TI
Format 9 = ERIC Digests in Full Text

To download an ERIC Digest in Full Text, Format 9 must be used, otherwise only the citation and abstract will appear (e.g. D S4/9/4 displays Set #4 in format 9, citation #4 only)

4) Display Sets Command - in DOS, the command "DS" will display all the search sets together. If the searcher created 5 search sets, looked at some citations, then did some additional searching by creating 3 more search sets, typing "DS" will then display all 8 search set statements together.

5) Truncation - searchers can search for variations of the word they are searching for by using the question mark symbol "?" as follows:

S parent? retrieves any citations with the root word parent by itself or with any number of letters appearing afterwards (parenting, parents, parenthood, etc.)

S parent? ? retrieves the root word parent plus the plural (i.e. parent or parents) - a space should be placed between the question marks.

6) Separate Sets - When searchers use the SS command instead of S to begin the search, every separate element of the strategy will have its own set #. For example:

SS Academic Achievement/DE and Class Size/DE will lead to the following instead of only one combine set:

S1 Academic Achievement/DE 5,600 citations
S2 Class Size/DE 340 citations
S3 Academic Achievement and Class Size 75 citations

Note: this does not appear to work in Windows

EXAMPLES

Children of Alcoholic Parents
ERIC database search through 9/96

```
Step  Items Description
S1   2,673 ALCOHOL?/DE,ID
S3   6,394 PARENT CHILD RELATIONSHIP/DE
S4     145 S1 AND S3
S5   1,887 ALCOHOL?/MAJ
S6     108 S4 AND S5
*S7     108 6/ALL/PY,A
```

Effective Methods of Teaching Reading to Students with Mental Retardation (Elem Ed)
ERIC database search through 9/96

```
Step  Items Description
S1   18,675 READING/MAJ
S2    2,926 MENTAL RETARDATION/DE
S3    1,368 DOWN SYNDROME/DE OR MILD MENTAL RETARDATION/DE OR
MODERATE MENTAL  RETARDATION/DE
S4      446 DOWNS SYNDROME/DE
S5    1,795 S3 OR S4
S6    1,492 DEVELOPMENTAL DISABILITIES/DE
S7      965 SEVERE MENTAL RETARDATION/DE
S8    6.612 S2 OR S3 OR S4 OR S6 OR S7
S9      111 S1 AND S8
S10  42,953 ELEMENTARY EDUCATION/DE OR PRIMARY EDUCATION/DE OR
INTERMEDIATE  GRADES/DE
S11      41 S10 AND S9
*S12      41 11/ALL/PY,A
```

Teenagers and Music
ERIC database search through 9/96

```
Step  Items Description
S1   12,155 TEEN?/DE,ID OR ADOLESCENTS/DE,ID
S2    1,528 MUSIC ACTIVITIES/DE OR ROCK MUSIC/DE OR MUSIC/DE
S3       59 S1 AND S2
*S4       59 3/ALL/PY,A
```

Test taking skills at the elementary or middle school levels

ERIC database search through 9/96

```
Step Items Description
S1       0 TEST TAKING SKILLS/DE
S2     956 TEST WISENESS/DE OR TEST ANXIETY/DE
S3  37,160 ELEMENTARY EDUCATION/DE OR MIDDLE SCHOOLS/DE OR JUNIOR
HIGH  SCHOOLS/DE
S4     119 S2 AND S3
S5   5,386 STANDARDIZED
S6      27 S4 AND S5
S7     564 TEST WISENESS/MAJ OR TEST ANXIETY/MAJ
S8      68 S7 AND S4
S9      15 S6 AND S8
*S10    15 9/ALL/PY,A
```

Affection and physical contact in the teacher student relationship

ERIC database search thru 9/96

```
S1   7,003  TEACHER STUDENT RELATIONSHIP/DE
S2      61  AFFECTION/DE
S3     589  HUG?
S4  16,709  PHYSICAL
S5   5,547  CONTACT
S6      67  PHYSICAL(2W)CONTACT
S7   7,698  TEACHER STUDENT RELATIONSHIP/DE OR AFFECTION/DE OR HUG?
OR PHYSICAL (2W)
CONTACT
S8       0  S1 AND S2 AND S6 AND S3
S9       4  S1 AND S2
S10      6  S6 AND S1
```

Single Sex Classrooms/Programs in early childhood education

Step	Items	Description
S1	150	SINGLE SEX SCHOOLS/DE OR SINGLE SEX PROGRAMS/DE
S2	0	SINGLE SEX CLASSES/DE
S3	0	SINGLE SEX CLASSROOMS/DE
S4	24	SINGLE()SEX/ID
S5	20	SINGLE SEX CLASSES/ID
S6	173	S1 OR S4
S7	17,399	EARLY CHILDHOOD EDUCATION/DE OR PRESCHOOL EDUCATION/DE OR KINDERGARTEN/DE
S8	7,185	PRIMARY EDUCATION/DE
S9	9,571	PRESCHOOL CHILDREN/DE OR YOUNG CHILDREN/DE
S10	26,807	S7 OR S8 OR S9
S11	6	S10 and S6

Step Items Description

Double shifts in high schools

S1	0	DOUBLE()SHIFT OR SPLIT()SHIFT
S2	57	FULL DAY HALF DAY SCHEDULES/DE
S3	2,737	KINDERGARTEN/DE
S4	22	S2 NOT S3
S5	22	4/ALL/PY,A
S6	7,748	PRESCHOOL EDUCATION/DE
S7	2,517	DAY CARE/DE
S8	8	S5 NOT (S6 OR S7)
S9	4	DOUBLE SESSIONS/DE
S10	3	S9 NOT S8

Appendix C
Financial Aid Packet

ERIC is funded by the National Library of Education / Office of Educational Research and Improvement

ERIC Clearinghouse on Higher Education

FAQ

Information Links   Statistical Links

- College Costs
- Continuing Education
- Degrees
- Direct Loan Program
- Disabilities
- Distance Learning
- Diversity
- Financial Aid
- Improving Education
- Recruitment/Retention
- Study Abroad
- Technology

■ Where can I find information about colleges and universities and what degrees they offer?

The College Board, Peterson's and Barron's are some well-known publishers of helpful college and study guides. Your local library will have a number of these college guides for reference.

■ I am interested in continuing education opportunities, how do I find out about those types of programs?

For more information regarding continuing education refer to the following web sites and book reference:

- *De Lafayette, Jean M.; Wells, Marna R.; Bigler, Anne; Chen, John H. (1991)* ***Directory of United States Adult & Continuing Postsecondary Education: Adult Learning Programs & Degrees in the United States*** *Washington, DC: Elite Associates International.*
-

■ **Does your clearinghouse award grants or financial aid or give loans to students?**

The ERIC Clearinghouse on Higher Education does not award financial aid or grants, or give loans to students. However, you may want to browse the Web sites listed below for information about student grants, aid, and loans:

The Student Guide: Financial Aid from the U.S. Department of Education
U.S. Department of Education Office of Postsecondary Education
The Financial Aid Information Page
Peterson's Education & Career Center
U.S. News Online: Colleges & Careers
College Board Online - Services for Students and Parents

■ **How can I find out which schools offer distance learning, telecommuting, or correspondence courses? How can I find out if the program is accredited?**

One directory of accredited distance learning opportunities is Peterson's ***Distance Learning 1997****. Check your local library for a copy or contact Peterson's for ordering information (1-800-EDU-DATA). You may also want to browse the distance education Web sites listed below:*

Peterson's Distance Learning Page
Information About Distance Education
ERIC Digest 168: Distance Learning, the Internet, and the World Wide Web

See the U.S. Department of Education's Nationally Recognized Accrediting Agencies and Associations for more information about accreditation.

■ **Our campus is interested in diversifying our faculty and students. What recruitment or retention strategies are successful? What resources are there on strategies for meeting these goals?**

For more information, please see the following CRIB Sheets:

Retention and Recruitment of Under Represented Faculty and Students
Affirmative Action
Multiculturalism and Faculty Development
Creating a Multicultural Climate
Also see this comprehensive list of links Affirmative Action EEO

■ **Our campus is trying to upgrade our technology and become the campus of the 21 Century. What resources or references do you have on technological innovations?**

For more information, please see the following CRIB Sheets or the web site:

Technology in Higher Education
Technology in the Classroom
Distance Education
World Wide Web Course Tools
Create on-line courses or publish materials that supplement existing courses.

■ **Our campus is interested in improving undergraduate education. What resources do you have for our campus committee?**

For more information, please see the following CRIB Sheets:

Collaborative Learning
Community Service Learning

■ **Our campus is trying to manage college costs -- our expenses are skyrocketing! What resources do you have that can help us understand how to address this pressing problem?**

For more information, please see the following CRIB Sheets:

Faculty Tenure
Technology in Higher Education
Maintaining Financial Health: Tuition Strategies, Cost Containment, and Fundraising

■ **What kind of college or graduate degree do I need to work in my area of interest?**

The 1996-97 Occupational Outlook Handbook provides information about employment in hundreds of occupations. The Handbook offers a detailed discussion of each occupation, including information about the nature of the work, working conditions, employment, training and other qualifications required, earnings, job outlook, related occupations, and sources of additional information.

■ **I am interested in study abroad (educational programs in other countries). Do you know about a reference for students that lists programs? Are there web resources?**

There are several web sites and books which list study/work abroad programs:

- *Institute of International Education*
- *The Online Study Abroad Directory*
- *WorldWide Classroom*

Peterson's Education Center: Study Abroad
Study Abroad and Foreign Study Programs
World Learning
Study Abroad Programs Directory
AASCU On Line - International Programs
G.A.T.E. (Global Alliance for transnational Education) Directory

- *Council on International Education Exchange (1994)* ***Work, Study, Travel Abroad, 1994-1995: The Whole World Handbook, 12th ed.*** *New York: Saint Martin's Press, Inc. Feb.*
- *Winkler, Charley (1996)* ***The Student's Guide to the Best Study Abroad*** *New York: Pocket Books. June.*
- *Schlachter, Gail A. & Weber, R. David (1996)* ***Financial Aid for Study & Training Abroad*** *San Carlos: Reference Service Press. April.*
- *Peterson's Staff (1996)* ***Peterson's Study Abroad 1997, Summer & Year Abroad Academic Programs, 4th ed. REV*** *Princeton: Peterson's. Dec.*

Someone in my family has a disability (learning disability, physical or emotionally challenged). How can I find out about opportunities for college and what campuses services or programs are available to students with unique needs?

Look into these sources:

The HEATH Resource Center
Mobility International, The World Awaits You

- *Moss, John R.; Fielding, P. M. (1994)* ***A National Directory of Four Year Colleges, Two Year Colleges, & Post High School Training Programs for Young People with Learning Disabiltities*** *Tulsa: Partners in Publishing.*
- *Lipkin, Midge (1993)* ***The Schoolsearch Guide to Colleges with Programs or Services for Students with Learning Disabilities*** *Belmont: Schoolsearch Press; May.*
- *Lewis, Eric L. (1996)* ***Student Access Handbook for College Bound Students with Learning Disabilities*** *New York: Random House, Inc.; May.*
- *Sclafani, Annette (1996)* ***College Guide for Students with Learning Disabilities*** *Miller Place: Laurel Publications New York; Sept.*
- *Mangrum, Charles (1997)* ***Peterson's Colleges with Programs for Students with Learning Disabilities 1998*** *Princeton: Peterson's; Oct.*

What is the Direct Loan Program and how can I find out which colleges and universities participate in the Program?

The Direct Loan Program is the U.S. Department of Education's new student aid delivery system. The Program consolidates multiple loans into a single account and offers *favorable repayment terms, convenience, financial flexibility, and competitive interest rates.*

See the Direct Loans web site for a complete description of the program and for information tailored to financial aid professionals and students.

The Direct Loan Frequently Asked Questions discuss the types of loans available through the program, how to apply for a direct loan, how much can be borrowed, and direct loan payment options and issues.

Schoolink provides a listing by state of the colleges and universities participating in the Direct Loan Program.

- ■ **Where can I find information about diversity?**

See the Diversity Forum for a massive directory of Diversity, Affirmative Action and EEO information, data, resources, events and links to every significant public, non-profit and private civil rights organization in the field.

AAC&U and University of Maryland have joined together to form the Diversity Web which links Colleges and Universities that are working to engage the diversity of United States society in educational mission, campus climate, curriculum focus and connections with the larger society.

For an innovative look at diversity on college campuses see -ISM (N).

On the Importance of Diversity in Higher Education: An Open Letter from the Higher Education Community (Washington Post, February 9, 1998)

About ERIC
Site Directory
HE Clearinghouse

New and Noteworthy
FAQ
Search ERIC
HE Library
ASHE-ERIC Report Series
Government Affairs
HE Program Resources
Institutional Improvement Projects
Research Initiatives
Other HE Resources

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Government Affairs | HE Program Resources | Institutional Improvement Programs |
Research Initiatives | Other Resources

GWU Home Page ERIC-HE Home Page U.S. Department of Education

Maintained by: *jlauver@eric-he.edu*
Last updated: *Thursday, 02-Apr-98 13:58:03*

Appendix D
Workshops and Conference Materials

1995 Standing Order Customer Workshop
ERIC Clearinghouse for Community Colleges

Agenda

Room 3340 (Reading Room), Moore Hall

8:30 - 8:45	Registration, Coffee and Pastries
8:45 - 9:15	Greetings *Arthur Cohen, Director, ERIC/CC* *Elizabeth Foote, User Services Coordinator, ERIC/CC*
9:15 - 9:45	What's New in ERIC *Anita Colby, former Associate Director, ERIC/CC*
9:45-10:00	How ERIC Acquires and Selects Documents *Anita Colby, former Associate Director, ERIC/CC*
10:00-10:15	ERIC Publications *Tronie Rifkin, Publications Coordinator, ERIC/CC*
10:15 - 10:30 break	
10:30-11:30	Managing a Public CD-ROM *Diane Childs, UCLA University Research Library* *Monica J. Hagen, Pepperdine University Plaza Library* *Christina Woo, University of California at Irvine*
11:30 - 11:45	Tour of the ERIC Clearinghouse (optional) *Elizabeth Foote, User Services Coordinator, ERIC/CC*
11:45 - 1:00	Lunch on your own

Room 3120 (Computer Lab), Moore Hall

1:00 - 2:45	Educational Resources on the World Wide Web *Karin Petersen Hsiao, Milken Institute for Job and Capital Formation*
2:45 - 3:00	Evaluation and Wrap-up

August 17, 1995

Eula Bundy
Office Manager
California State University, Fresno
School of Education and Human Development
5005 N. Maple Ave.
Fresno, CA 93740-0601

Dear Ms. Weber:

I am pleased that you'll be attending the 1995 Standing Order Customers Workshop. It will be held on September 7th at Moore Hall on the UCLA campus. In the morning we will meet in Room 3340, and in the afternoon we will access the Internet in the computer lab, Room 3120. I have enclosed an agenda for the days activities. I am also sending along a map of UCLA.

If you have any questions, please feel free to contact me at (800) 832-8256. I look forward to seeing you in September.

Sincerely,

Elizabeth Foote
User Services Coordinator

Enclosures

May 15, 1995

FIELD(1)

Dear FIELD(2):

The ERIC Clearinghouse for Community Colleges is pleased to invite you to attend the 1995 Standing Order Customer Workshop in late August or early September. This year's workshop will be held at the University of California, Los Angeles, at Moore Hall, and is free of charge.

The workshop begins at 8:30 in the morning and will continue until 3:00 in the afternoon. Pastries and coffee will be served in the morning, and participants will be able to purchase lunch on campus.

Please complete and return the enclosed reservation sheet/questionnaire by August 10, 1995, so that we may tailor the workshop sessions to your date preferences, interests, and needs.

If you have any questions, please feel free to contact me at (310) 825-3931, or via the Internet at eeh3usc@mvs.oac.ucla.edu. We look forward to seeing you.

Sincerely,

Elizabeth Foote
User Services Coordinator

Enclosures

ERIC WORKSHOP RESERVATION FORM/QUESTIONNAIRE

Yes, I plan on attending the 1996 ERIC Standing Order Customer Workshop.

Name: ______________________________

Title: ______________________________

School or Organization: ______________________________

Mailing Address and Phone: ______________________________

____

____

****

Please rank the following topics in order of interest to you:

____ Exchange of local issues and problems with regard ERIC services

____ Demo of ERIC CD-ROM Product

____ New ERIC products and services

____ National Library of Education news

____ Managing a public access CD-ROM terminal

____ Using the Internet to access ERIC and other information resources

Are there any other issues of concern that you would like addressed at the workshop?

____

____

Return this response form to: ERIC Clearinghouse for Community Colleges, UCLA, 3051 Moore Hall, P.O. Box 951521, Los Angeles, CA 90095-1521, Attn: Matthew Burstein

September 8, 1995

Michelle Blackman
Grossmont College
8800 Grossmont College Drive
El Cajon, CA 92020

Dear Ms. Blackman:

Thank you for participating in the 1995 Standing Order Customer Workshop, held at Moore Hall, UCLA on September 7, 1995. I enjoyed meeting you, and hope we have an opportunity to work together again in the future.

Enclosed you will find a list of all of the workshop participants and their addresses. I hope it will help facilitate "networking" between you and your colleagues.

Thanks again for taking the time to join us last Thursday. I look forward to seeing you when we meet again three years from now!

Sincerely,

Elizabeth Foote
User Services Coordinator

Enclosure

1996 ERIC SOC Workshop Evaluation

In order to help us improve our workshops, please complete this evaluation form and hand it in or send it to: Matthew Burstein, ERIC Clearinghouse for Community Colleges, UCLA, 3051 Moore Hall, Box 951521, Los Angeles, CA 90095-1521.

Please rate each workshop session on the following scale:

4 - Excellent 3 - Good 2 - Fair 1 - Poor

What's new in the ERIC system
____ The presentation was informative
____ The subject matter was useful
____ The presenter was knowledgeable

How ERIC acquires & selects docs
____ The presentation was informative
____ The subject matter was useful
____ The presenter was knowledgeable

ERIC publications
____ The presentation was informative
____ The subject matter was useful
____ The presenter was knowledgeable

Facilitated Group Discussions:
____ The discussion was informative
____ The subject matter was useful
____ The presenters were knowledgeable

Educational resources on the WWW
____ The presentation was informative
____ The subject matter was useful
____ The presenter was knowledgeable

Overall rating of the workshop
____ The presentation was informative
____ The subject matter was useful
____ The presenters were knowledgeable

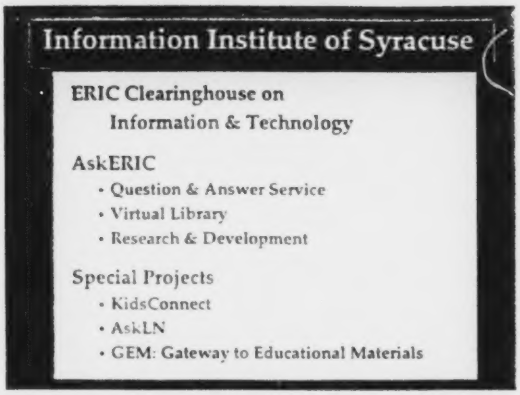
What did you like most about the workshop?

What did you like least?

Is there anything that you would like to see at the next SOC workshop that you did not see at this one?

Additional comments/suggestions:

AskERIC Service
Presentation Slides
v. 5, Dec. 1996

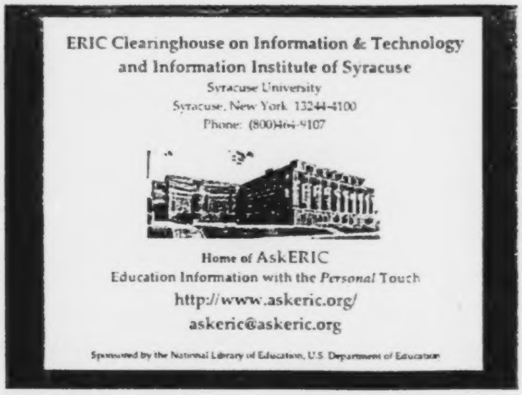


Information Institute of Syracuse

ERIC Clearinghouse on Information & Technology

AskERIC
- Question & Answer Service
- Virtual Library
- Research & Development

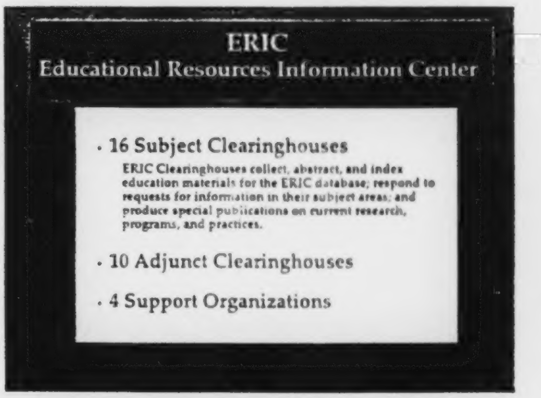
Special Projects
- KidsConnect
- AskLN
- GEM: Gateway to Educational Materials



ERIC Clearinghouse on Information & Technology
and Information Institute of Syracuse
Syracuse University
Syracuse, New York 13244-4100
Phone: (800)464-9107

Home of AskERIC
Education Information with the *Personal* Touch
http://www.askeric.org/
askeric@askeric.org

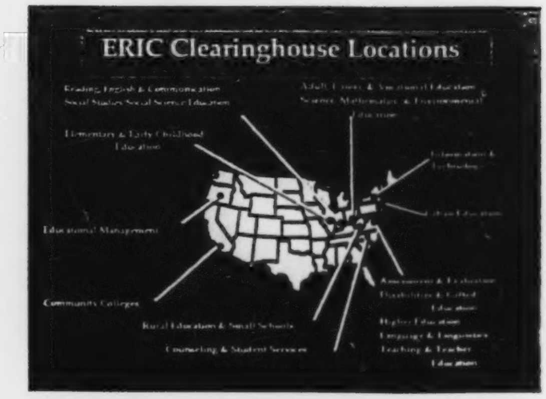
Sponsored by the National Library of Education, U.S. Department of Education

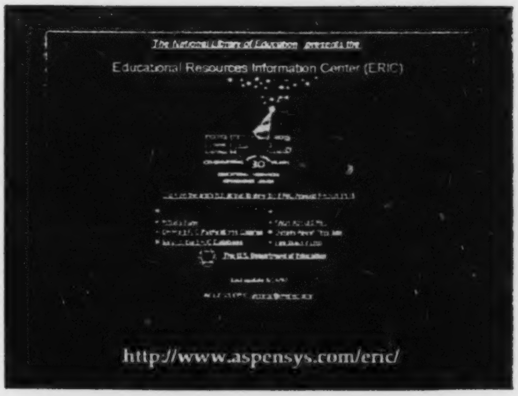


ERIC
Educational Resources Information Center

- **16 Subject Clearinghouses**
  ERIC Clearinghouses collect, abstract, and index education materials for the ERIC database; respond to requests for information in their subject areas; and produce special publications on current research, programs, and practices.
- **10 Adjunct Clearinghouses**
- **4 Support Organizations**

ERIC Clearinghouse Locations


Reading, English & Communication
Social Studies/Social Science Education
Adult, Career & Vocational Education
Science, Mathematics, & Environmental Education
Elementary & Early Childhood Education
Information & Technology
Urban Education
Educational Management
Assessment & Evaluation
Disabilities & Gifted Education
Higher Education
Languages & Linguistics
Teaching & Teacher Education
Community Colleges
Rural Education & Small Schools
Counseling & Student Services



The National Library of Education presents the

Educational Resources Information Center (ERIC)

http://www.aspensys.com/eric/

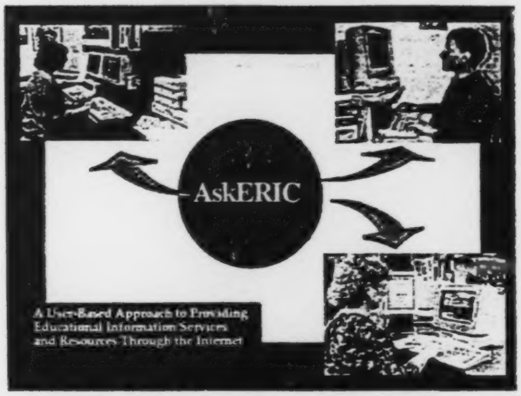
ERIC Clearinghouse on Information & Technology

Specializing in educational technology and library and information science

WELCOME
LINKS
DATABASE
PUBLICATIONS
COMMUNITIES
NEW
DIGESTS
AskERIC
Helping with Homework

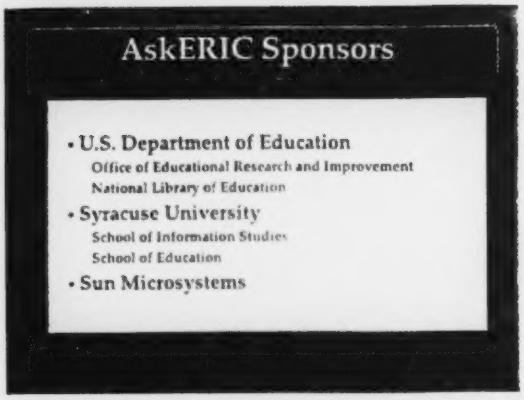
http://ericir.syr.edu/ithome

AskERIC Service
Presentation Slides
v. 5, Dec. 1996



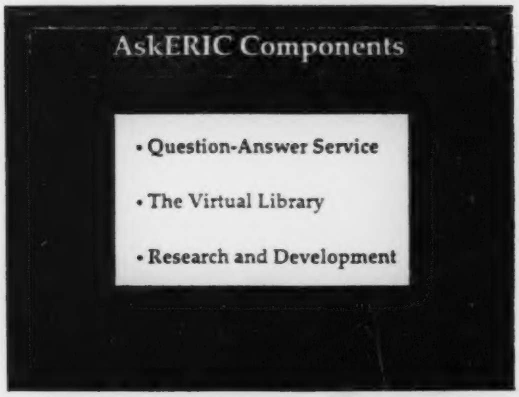
AskERIC

A User-Based Approach to Providing Educational Information Services and Resources Through the Internet



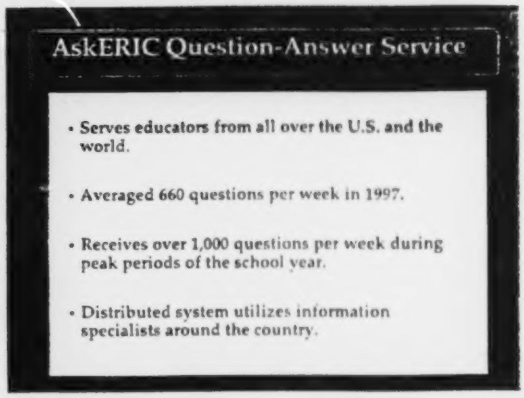
AskERIC Sponsors

- U.S. Department of Education
  - Office of Educational Research and Improvement
  - National Library of Education
- Syracuse University
  - School of Information Studies
  - School of Education
- Sun Microsystems



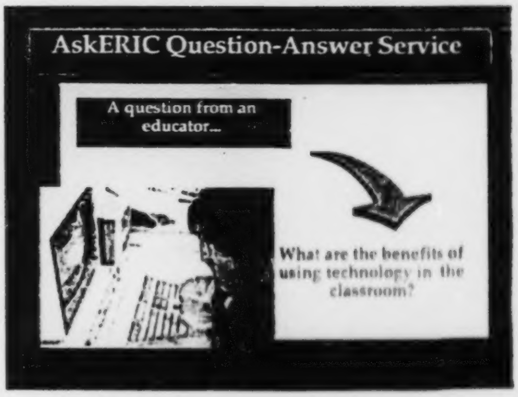
AskERIC Components

- Question-Answer Service
- The Virtual Library
- Research and Development



AskERIC Question-Answer Service

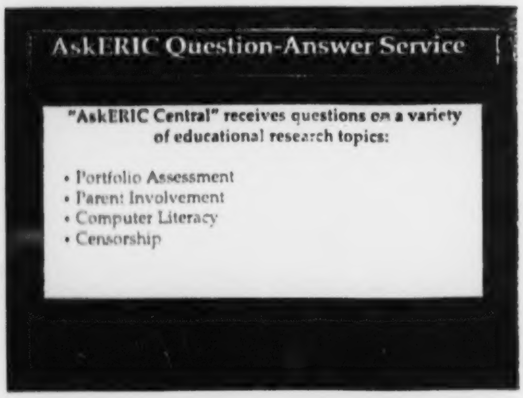
- Serves educators from all over the U.S. and the world.
- Averaged 660 questions per week in 1997.
- Receives over 1,000 questions per week during peak periods of the school year.
- Distributed system utilizes information specialists around the country.



AskERIC Question-Answer Service

A question from an educator...

What are the benefits of using technology in the classroom?

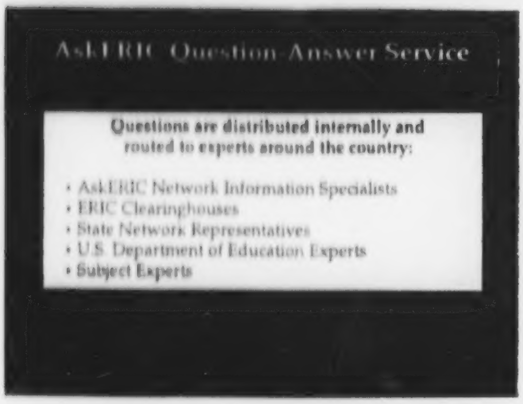


AskERIC Question-Answer Service

"AskERIC Central" receives questions on a variety of educational research topics:

- Portfolio Assessment
- Parent Involvement
- Computer Literacy
- Censorship

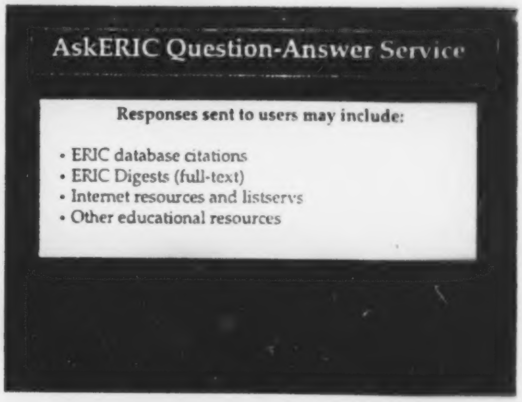
AskERIC Service
Presentation Slides
v. 5, Dec. 1996



AskERIC Question-Answer Service

Questions are distributed internally and routed to experts around the country:

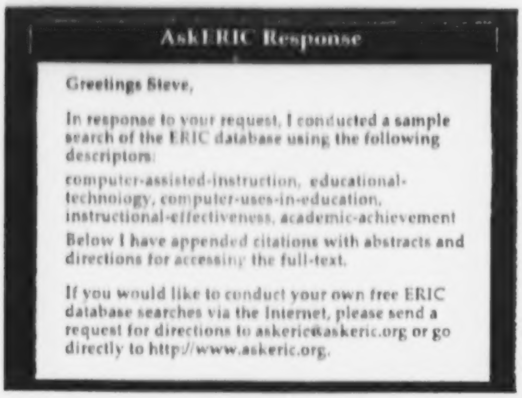
- AskERIC Network Information Specialists
- ERIC Clearinghouses
- State Network Representatives
- U.S. Department of Education Experts
- **Subject Experts**



AskERIC Question-Answer Service

Responses sent to users may include:

- ERIC database citations
- ERIC Digests (full-text)
- Internet resources and listservs
- Other educational resources



AskERIC Response

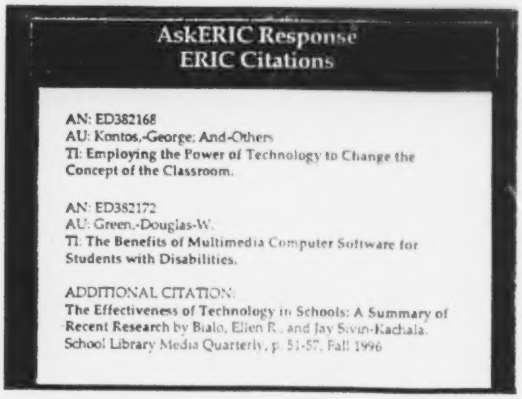
Greetings Steve,

In response to your request, I conducted a sample search of the ERIC database using the following descriptors:

computer-assisted-instruction, educational-technology, computer-uses-in-education, instructional-effectiveness, academic-achievement

Below I have appended citations with abstracts and directions for accessing the full-text.

If you would like to conduct your own free ERIC database searches via the Internet, please send a request for directions to askeric@askeric.org or go directly to http://www.askeric.org.

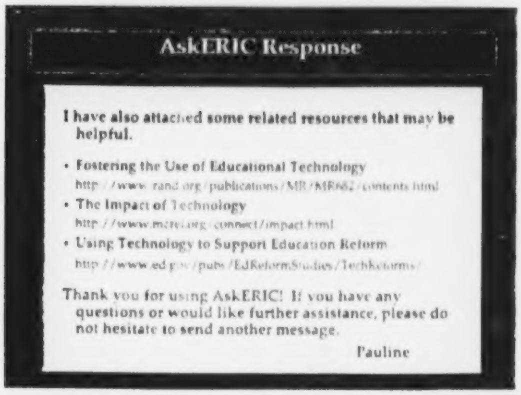


AskERIC Response
ERIC Citations

AN: ED382168
AU: Kontos,-George; And-Others
TI: **Employing the Power of Technology to Change the Concept of the Classroom.**

AN: ED382172
AU: Green,-Douglas-W.
TI: **The Benefits of Multimedia Computer Software for Students with Disabilities.**

ADDITIONAL CITATION:
The Effectiveness of Technology in Schools: A Summary of Recent Research by Bialo, Ellen R., and Jay Sivin-Kachala. School Library Media Quarterly, p. 51-57, Fall 1996



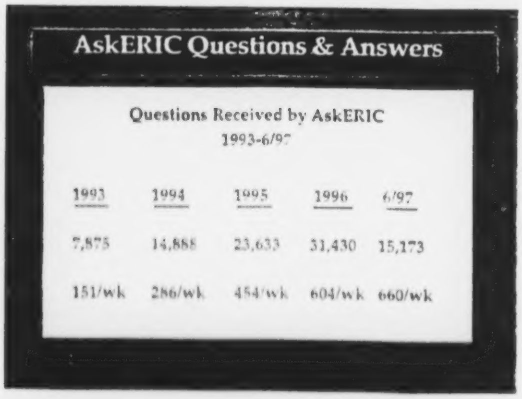
AskERIC Response

I have also attached some related resources that may be helpful.

- **Fostering the Use of Educational Technology**
  http://www.rand.org/publications/MR/MR682/contents.html
- **The Impact of Technology**
  http://www.mcrel.org/connect/impact.html
- **Using Technology to Support Education Reform**
  http://www.ed.gov/pubs/EdReformStudies/TechReforms/

Thank you for using AskERIC! If you have any questions or would like further assistance, please do not hesitate to send another message.

Pauline

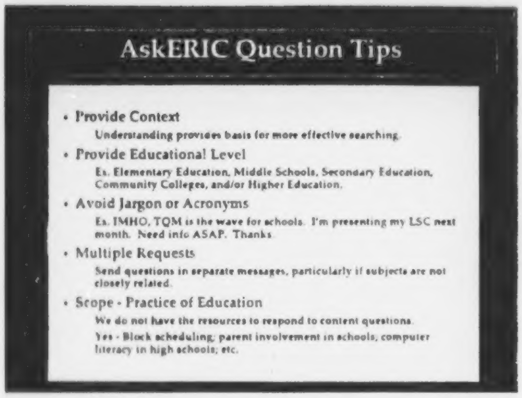


AskERIC Questions & Answers

Questions Received by AskERIC
1993-6/97

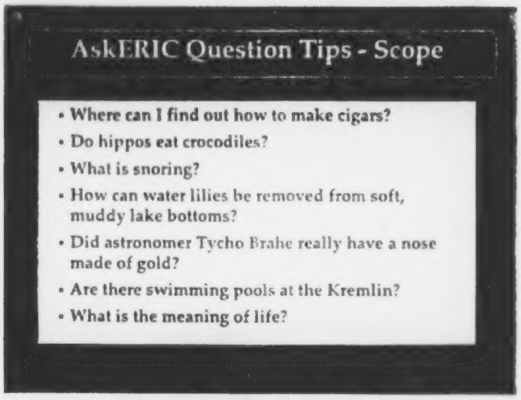
1993	1994	1995	1996	6/97
7,875	14,888	23,633	31,430	15,173
151/wk	286/wk	454/wk	604/wk	660/wk

AskERIC Service
Presentation Slides
v. 5, Dec. 1996



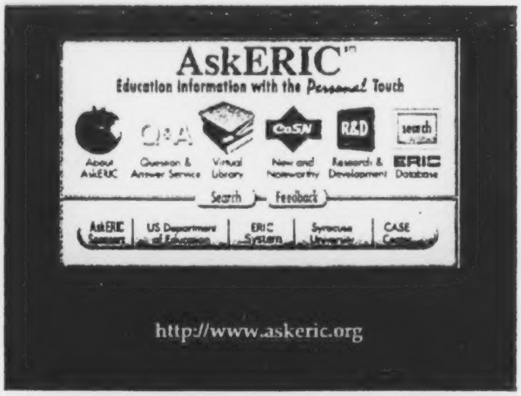
AskERIC Question Tips

- Provide Context
  Understanding provides basis for more effective searching.
- Provide Educational Level
  Ex. Elementary Education, Middle Schools, Secondary Education, Community Colleges, and/or Higher Education.
- Avoid Jargon or Acronyms
  Ex. IMHO, TQM is the wave for schools. I'm presenting my LSC next month. Need info ASAP. Thanks
- Multiple Requests
  Send questions in separate messages, particularly if subjects are not closely related.
- Scope - Practice of Education
  We do not have the resources to respond to content questions.
  Yes - Block scheduling; parent involvement in schools, computer literacy in high schools; etc.



AskERIC Question Tips - Scope

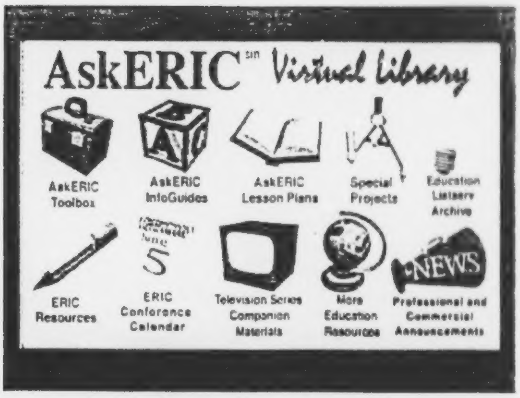
- Where can I find out how to make cigars?
- Do hippos eat crocodiles?
- What is snoring?
- How can water lilies be removed from soft, muddy lake bottoms?
- Did astronomer Tycho Brahe really have a nose made of gold?
- Are there swimming pools at the Kremlin?
- What is the meaning of life?



AskERIC℠
Education Information with the *Personal* Touch

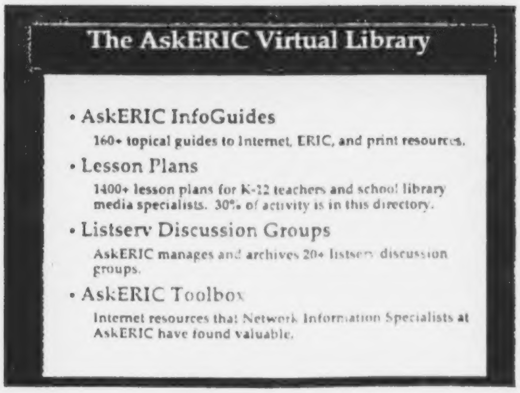
About AskERIC
Q&A
Question & Answer Service
Virtual Library
CoSN
New and Noteworthy
R&D
Research & Development
search
ERIC Database
Search
Feedback
AskERIC Services
US Department of Education
ERIC System
Syracuse University
CASE Center

http://www.askeric.org



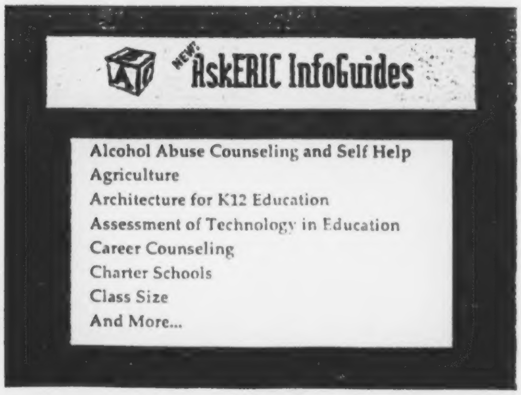
AskERIC℠ *Virtual Library*

AskERIC Toolbox
AskERIC InfoGuides
AskERIC Lesson Plans
Special Projects
Education Listserv Archive
ERIC Resources
ERIC Conference Calendar
Television Series Companion Materials
More Education Resources
NEWS
Professional and Commercial Announcements



The AskERIC Virtual Library

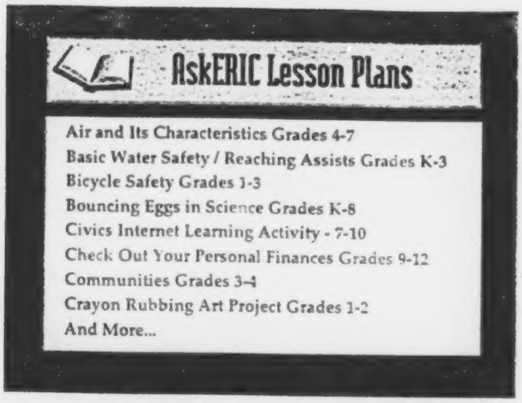
- AskERIC InfoGuides
  160+ topical guides to Internet, ERIC, and print resources.
- Lesson Plans
  1400+ lesson plans for K-12 teachers and school library media specialists. 30% of activity is in this directory.
- Listserv Discussion Groups
  AskERIC manages and archives 20+ listserv discussion groups.
- AskERIC Toolbox
  Internet resources that Network Information Specialists at AskERIC have found valuable.



NEW! AskERIC InfoGuides

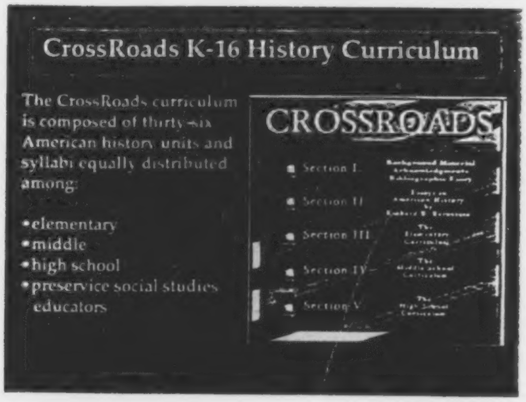
Alcohol Abuse Counseling and Self Help
Agriculture
Architecture for K12 Education
Assessment of Technology in Education
Career Counseling
Charter Schools
Class Size
And More...

AskERIC Service
Presentation Slides
v. 5, Dec. 1996



AskERIC Lesson Plans

- Air and Its Characteristics Grades 4-7
- Basic Water Safety / Reaching Assists Grades K-3
- Bicycle Safety Grades 1-3
- Bouncing Eggs in Science Grades K-8
- Civics Internet Learning Activity - 7-10
- Check Out Your Personal Finances Grades 9-12
- Communities Grades 3-4
- Crayon Rubbing Art Project Grades 1-2
- And More...

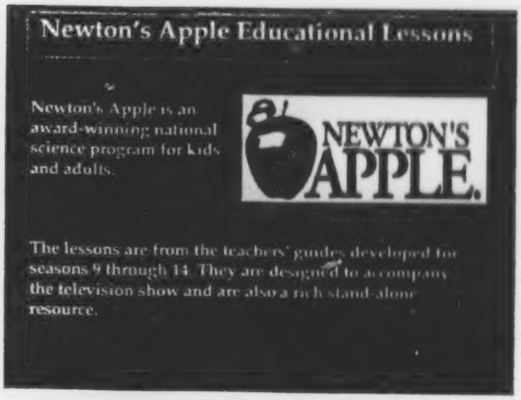


CrossRoads K-16 History Curriculum

The CrossRoads curriculum is composed of thirty-six American history units and syllabi equally distributed among:

- elementary
- middle
- high school
- preservice social studies educators

CROSSROADS
Section I
Section II
Section III
Section IV
Section V

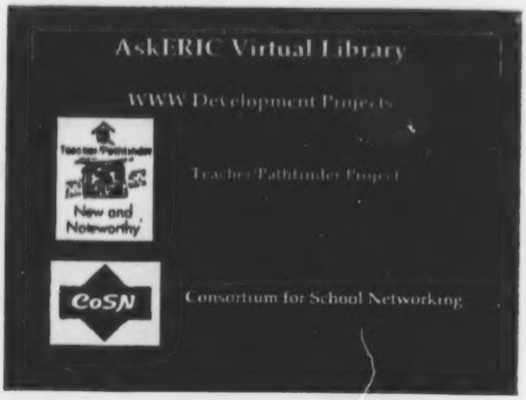


Newton's Apple Educational Lessons

Newton's Apple is an award-winning national science program for kids and adults.

NEWTON'S APPLE.

The lessons are from the teachers' guides developed for seasons 9 through 14. They are designed to accompany the television show and are also a rich stand-alone resource.



AskERIC Virtual Library

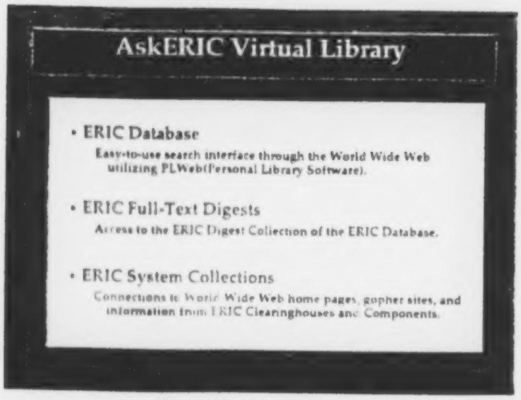
WWW Development Projects

New and Noteworthy

Teacher/Pathfinder Project

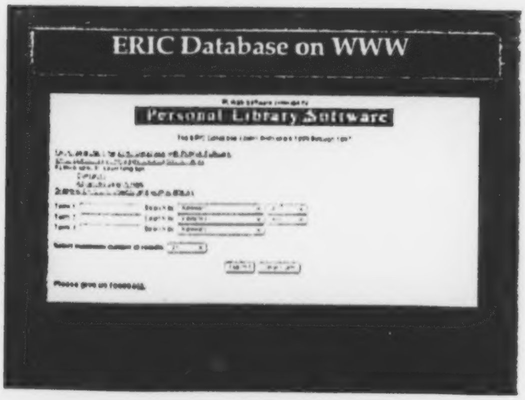
CoSN

Consortium for School Networking



AskERIC Virtual Library

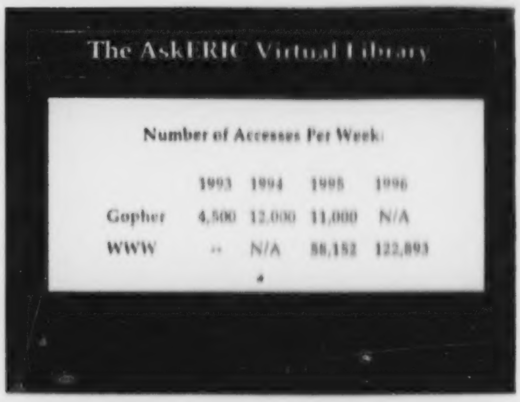
- **ERIC Database**
  Easy-to-use search interface through the World Wide Web utilizing PLWeb(Personal Library Software).
- **ERIC Full-Text Digests**
  Access to the ERIC Digest Collection of the ERIC Database.
- **ERIC System Collections**
  Connections to World Wide Web home pages, gopher sites, and information from ERIC Clearinghouses and Components.



ERIC Database on WWW

BEST COPY AVAILABLE

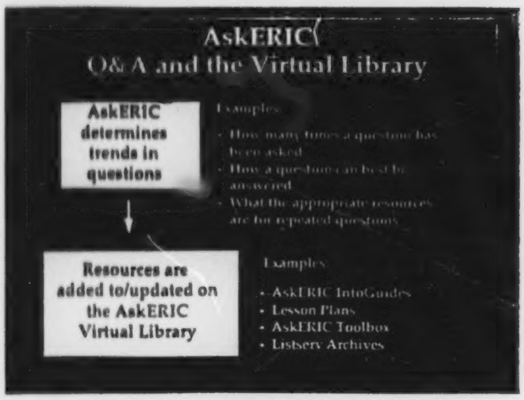
AskERIC Service
Presentation Slides
v. 5, Dec. 1996



The AskERIC Virtual Library

Number of Accesses Per Week:

	1993	1994	1995	1996
Gopher	4,500	12,000	11,000	N/A
WWW	--	N/A	88,152	122,893



AskERIC Q&A and the Virtual Library

AskERIC determines trends in questions

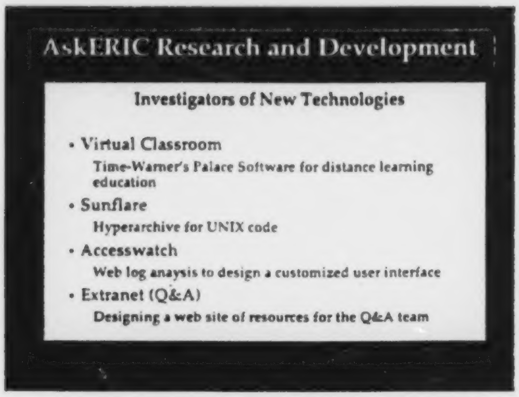
Examples:

- How many times a question has been asked
- How a question can best be answered
- What the appropriate resources are for repeated questions

Resources are added to/updated on the AskERIC Virtual Library

Examples:

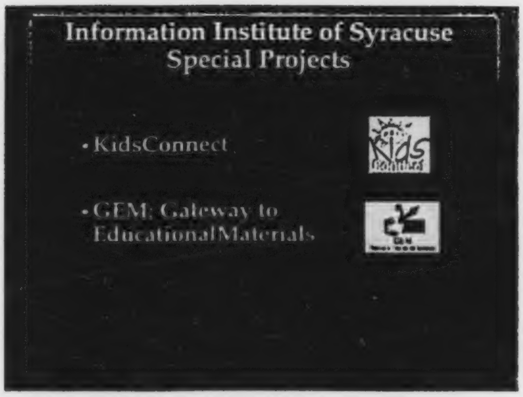
- AskERIC InfoGuides
- Lesson Plans
- AskERIC Toolbox
- Listserv Archives



AskERIC Research and Development

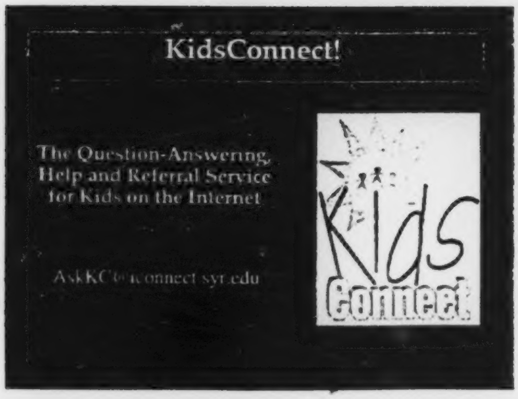
Investigators of New Technologies

- Virtual Classroom
  - Time-Warner's Palace Software for distance learning education
- Sunflare
  - Hyperarchive for UNIX code
- Accesswatch
  - Web log anaysis to design a customized user interface
- Extranet (Q&A)
  - Designing a web site of resources for the Q&A team



Information Institute of Syracuse Special Projects

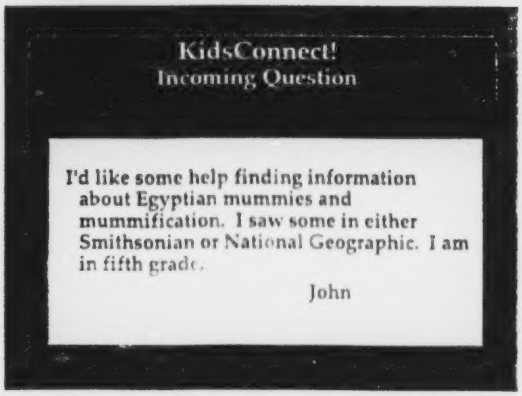
- KidsConnect
- GEM: Gateway to EducationalMaterials



KidsConnect!

The Question-Answering, Help and Referral Service for Kids on the Internet

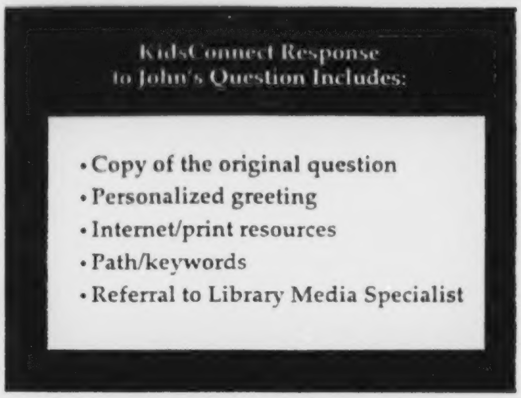
AskKC@iconnect.syr.edu



KidsConnect!
Incoming Question

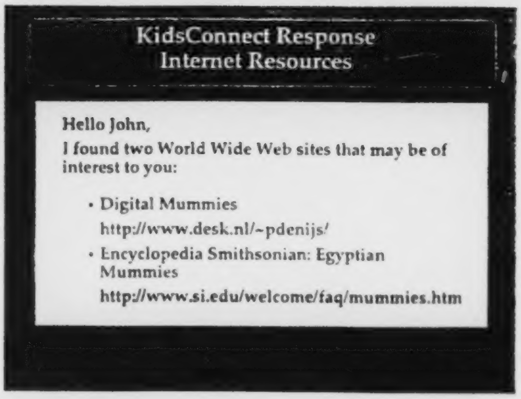
I'd like some help finding information about Egyptian mummies and mummification. I saw some in either Smithsonian or National Geographic. I am in fifth grade.

John



KidsConnect Response to John's Question Includes:

- Copy of the original question
- Personalized greeting
- Internet/print resources
- Path/keywords
- Referral to Library Media Specialist

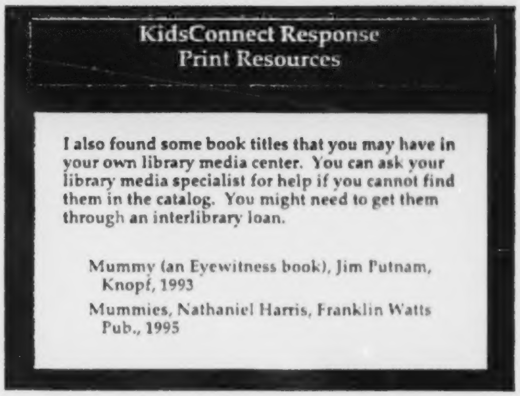


KidsConnect Response Internet Resources

Hello John,

I found two World Wide Web sites that may be of interest to you:

- Digital Mummies
  http://www.desk.nl/~pdenijs/
- Encyclopedia Smithsonian: Egyptian Mummies
  http://www.si.edu/welcome/faq/mummies.htm

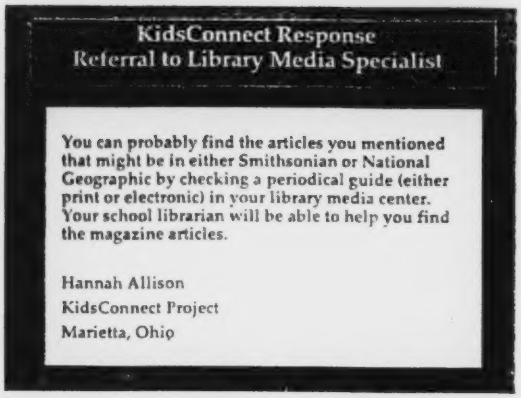


KidsConnect Response Print Resources

I also found some book titles that you may have in your own library media center. You can ask your library media specialist for help if you cannot find them in the catalog. You might need to get them through an interlibrary loan.

Mummy (an Eyewitness book), Jim Putnam, Knopf, 1993

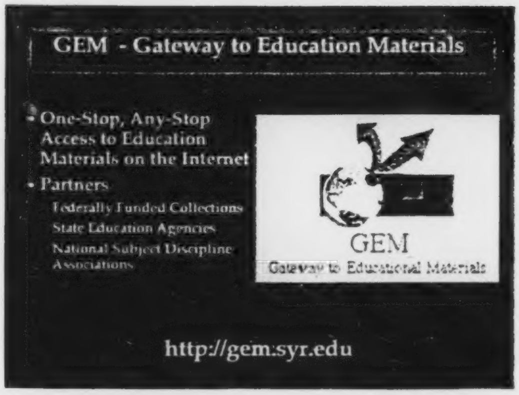
Mummies, Nathaniel Harris, Franklin Watts Pub., 1995



KidsConnect Response Referral to Library Media Specialist

You can probably find the articles you mentioned that might be in either Smithsonian or National Geographic by checking a periodical guide (either print or electronic) in your library media center. Your school librarian will be able to help you find the magazine articles.

Hannah Allison
KidsConnect Project
Marietta, Ohio

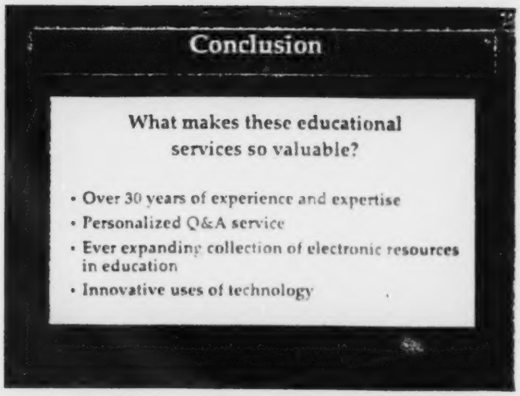


GEM - Gateway to Education Materials

- One-Stop, Any-Stop Access to Education Materials on the Internet
- Partners
  - Federally Funded Collections
  - State Education Agencies
  - National Subject Discipline Associations

GEM
Gateway to Educational Materials

http://gem.syr.edu



Conclusion

What makes these educational services so valuable?

- Over 30 years of experience and expertise
- Personalized Q&A service
- Ever expanding collection of electronic resources in education
- Innovative uses of technology

ERIC is funded by the National Library of Education / Office of Educational Research and Improvement

ERIC
Clearinghouse on Higher Education

Higher Education Internet Resources

- Internet Guides and Tools
- Listservs/Discussion Groups
- Key Higher Education Web Sites
- Key Higher Education Statistical Sources
- Key Higher Education Literature Databases
- Ordering Materials Online
- Higher Education Publications in Electronic Format
- Online Libraries and Resource Collections

About ERIC **Search ERIC** **HE Library** **FAQ** **New and Noteworthy**
HE Clearinghouse **Other HE Resources** **ASHE-ERIC Report Series** **Research Initiatives** **HE Program Resources**

New and Noteworthy | HE Clearinghouse | HE Library | ASHE-ERIC Report Series | Research Initiatives
FAQ | About ERIC | Search ERIC | Other HE Resources | HE Program Resources

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GW Home Page

ERIC-HE Home Page

U.S. Department of Education

Maintained by: tlauver@eric-he.edu
Last updated: *Tuesday, 21-Oct-97 13:59:09*

INTERNET TOOLS FOR HIGHER EDUCATION RESEARCH

Presentation made at the Association for the Study of Higher Education Conference
November 6-9, 1997
Albuquerque, New Mexico

This narrative is designed to be used in conjunction with the workshop structure found on the ERIC Clearinghouse on Higher Education's web site:
http://www.gwu.edu./~eriche/Other/HEIR.html

INTRODUCTION

Good morning. Welcome to **Internet Tools for Higher Education Research**. My name is Patricia Wood and I'm the database manager at the ERIC Clearinghouse on Higher Education in Washington, DC. I'm also a librarian and part of my job at the clearinghouse is to answer questions about higher education research--how to find specific types of higher education information, specifically higher education information that is available on the Internet.

What I've assembled here is a collection of Internet sites that have been most useful to me in answering users' questions. I also consulted Dr. John Milam at George Mason University and Dr. Jacqueline King, Director of Federal Policy Analysis at the American Council on Education to identify the Internet sites they find most useful in their research and added their recommended sites to this list. I've passed around handouts that list the sites I'm going to mention so you won't need to take extensive notes about the titles of web sites and their addresses.

I'm going to use the Clearinghouse on Higher Education's web site as the platform for this presentation. As you can see, we've devoted a portion of our site to this listing of Internet research tools and their links. I'll pull each site up as I talk about it to help give you a clearer picture of what each tool can offer you. I have time today to give you only a quick introduction to most of these sites. However, we are going to leave this workshop structure and its links up on our web page indefinitely so that you can come back and take a more leisurely tour of these sites and explore them in more depth.

INTERNET GUIDES AND TOOLS

http://apollo.gmu.edu/~jmilam/air95/concepts.html

Let's begin with Internet guides and tools. As you can see, there is no scarcity of information ABOUT the Internet ON the Internet. The total novice may want to start with those sites listed under *Introduction to the Internet* or *Tutorials/Training Materials*. Then, of course, you can progress to building your own web pages, intranets, etc.

LISTSERVS/DISCUSSION GROUPS

http://www.gwu.edu/~eriche/Other/ldg.html

CATALIST

http://www.lsoft.com/lists/listref.html

CATALIST is a searchable online catalog of listservs and discussion groups. Just type in your area of interest and Catalist responds with names of listservs related to your interest.

HEPROC

http://heproc.org/

Higher Education Processes Network, is just one example of a higher education discussion listserv/discussion group. It is comprised of 2200 educators in 40 countries and offers over a dozen forums covering specialized subjects. As you can see from this page, you may subscribe to forums, see what others have discussed in forums, or send a research question to a forum to get feedback from other participants.

KEY HIGHER EDUCATION WEB SITES

http://www.gwu.edu/~eriche/Other/khews.html

Eric Clearinghouse on Higher Education

http://www.gwu.edu/~eriche/

The ERIC Clearinghouse on Higher Education's site was mounted on the Internet in February of 1996 and has been under constant development since. We are striving to make our site one of the best gateways to higher education information and research. We have a feedback form on the page as well as e-mail links to all clearinghouse staff members. We pay close attention to all comments we receive and welcome any feedback you'd like to provide.

Please check our *New and Noteworthy* section every month or so. We list new publications and new site developments there.

Let me point out some of our web site's features that we hope will help you in your research and in staying up-to-date on current higher education issues.

- HE Library
  http://www.gwu.edu/~eriche/Library/

In the Higher Education Library, we have a number of ERIC Digests. These digests are two-page summaries of our ASHE-ERIC Reports. Read them for new information and to see if you want to buy that particular Report in our series.

We currently have 18 critical issues bibliographies, or CRIB Sheets, on topics of interest in higher education.

ERIC-HE Reviews are a recent addition to our database. The reviews contain a short synopsis of a ERIC document, an analysis of its value, and a critical evaluation of the material. The purpose is to highlight some of the most important and highest quality higher education documents being added to the ERIC database.

We also have a growing number of Fact Sheets. Our current fact sheets give enrollment figures, graduation rates, and employment ratios of full and part-time faculty.

ERIC Trends is a new and increasingly popular addition to our site. All higher education material added to the ERIC database in 1996 was examined and analyzed to identify the major research trends in higher education and to pinpoint the major concerns in institutional practice.

The Higher Education Primer is also a new project nearing completion. This primer describes some of the sources that appear most often in the ERIC database and that you will often see listed in the results of your search. This primer is also designed to serve as an introduction to those unfamiliar with higher education literature.

- Research Initiatives
  http://www.gwu.edu/~eriche/Research/
  You may be interested in two new research initiatives being launched by our Clearinghouse. The ERIC Clearinghouse on Higher Education is in the midst of conducting the National Study of Higher Education Literature, a study on the quality and content of higher education literature. The overarching purpose is to determine whether a gap exists between researchers' and practitioners' ideas about what is considered useful literature in terms of content, methodology, and format. Our primary vehicles for collecting information have been focus groups at national higher education conferences. The third year of the project will include a survey. Questions will focus on assessing impressions about the quality of higher education literature, gaps in the literature, and future directions the literature may take.

The second research initiative is Problems in Practice for Consideration by Researchers (PPRC). The ERIC Clearinghouse on Higher Education is dedicated to developing better links between researchers and practitioners. In order to facilitate this effort, we consulted the membership of some of the major higher education associations and developed a list of their research concerns and priorities. Since ERIC's role is to be the link between research and practice, our site is a natural place for such information to be housed. The section of our web site devoted to PPRC has two purposes: 1) It attempts to link practitioners' concerns to higher education scholars' research agendas; and 2) It illustrates that it is important for practitioners to let researchers know about concerns and issues. We hope that a byproduct of this effort will be making research more meaningful to practitioners.

- HE Program Resources
  http://www.gwu.edu/~eriche/HEProg/
  Jonathan Fife, our Clearinghouse Director, has been actively involved with the Association for the Study of Higher Education's committee on setting standards and providing guidance for graduate programs in the field of higher education. This section of the web site provides resources for faculty, graduate programs, and individuals attempting to develop or expand their graduate programs. We currently link to higher education program web pages and to a listing of the members of ASHE's Council for Advancement of Higher Education Programs. Over the next year, we will be expanding this part of our page, and adding new resources to help professionals involved in the advancement of the field of higher education.

- ASHE-ERIC Reports
  http://www.gwu.edu/~eriche/Reports/
  As most of you already know, our clearinghouse produces the ASHE-ERIC Higher Education Report Series. We describe and provide ordering information for the most recent reports in our series. We are working toward offering you the capability of ordering reports online.

- Other Higher Education Resources
  http://www.gwu.edu/~eriche/Other/
  As you can see, we're compiling a list of links to other higher education resources we find helpful. Please note that you can find the outline of this presentation under the heading *Workshops*.

- SEARCH ERIC
  http://ericir.syr.edu/plweb-cgi/fastweb?searchform+ericdb
  The ERIC database is the cornerstone of the entire 16- clearinghouse ERIC system. Many of you may know that the last nine years of the database are now searchable online on the Internet. Our SEARCH ERIC option takes you directly to the search screen. If you have trouble searching the database for higher education information, please give me a call or e-mail me (through our HE Staff option on the button bar) and I'll be happy to help you. Let me do a quick search now to introduce you to searching ERIC on the Internet. If you'd like to search ERIC more while you're at this conference, I will be at

the ERIC exhibit booth the rest of today and on Friday morning and will be happy to let you use my machine to explore the system more.

OTHER ERIC HIGHER EDUCATION-RELATED CLEARINGHOUSES

Three other higher education-related ERIC Clearinghouses may be helpful to you and are listed here.

ERIC Clearinghouse on Community Colleges
http://www.gseis.ucla.edu/ERIC/eric.html

ERIC Clearinghouse on Adult, Career, and Vocational Education
http://coe.ohio-state.edu/cete/ericacve/index.htm

ERIC Clearinghouse on Counseling and Student Services
http://www.uncg.edu/~ericcas2/

In addition to providing access to the ERIC database, each clearinghouse also offers information about its own publications and special reports.

The World Lecture Hall
http://www.utexas.edu/world/lecture/
The World Lecture Hall contains links to pages created by faculty worldwide who are using the web to deliver class materials. You will find course syllabi, assignments, lecture notes, exams, class calendars, multimedia textbooks, etc., at this site.

College & University Web Sites
http://www.collegiate.net/infoa.html
This site links to college and university home pages and allows you to search for information on admissions, majors and programs, financial aid, distance learning and more.

Internet Resources for Institutional Research
http://apollo.gmu.edu/~jmilam/air95.html
This is Professor John Milam's site and is certainly one of the most comprehensive gateways to higher education information. You may notice that this presentation points a number of times to information located on Dr. Milam's web site. His sources run the gamut, from conferences to legislation to jobs...all kinds of data sources, reference works and guides.

U.S. Dept. of Education
http://www.ed.gov/
The Department of Education is the gateway to a number of helpful sources. You can access the

National Library of Education, the Office of Postsecondary Education, and the National Center for Education Statistics (which we will talk about in more depth later). I find the site particularly helpful in locating current information about student financial aid.

Higher Education Associations
http://apollo.gmu.edu/~jmilam/air95/assoc.html
These are links to the various higher education associations should you ever need to contact them electronically or if you'd like to cruise their Internet sites to see what might be new there.

KEY HIGHER EDUCATION STATISTICAL/DATA SOURCES

http://www.gwu.edu/~eriche/Other/khess.html

POPULAR DATA SOURCES

A subscription to the *Chronicle of Higher Education* qualifies you for free access to the *Chroncle's* electronic information source - *Academe Today*. <http://chronicle.com/>. If you subscribe to *Academe Today*, you get daily or weekly e-mail digests of news and events, plus access to the *Chronicle's* almanac, data tables, and electronic versions of some documents cited in the print edition. Many tables and statistics in *Academe Today* are more detailed that they are in the print edition of the *Chronicle*. If you have a print subscription and need a password for online access to *Academe Today*, send an e-mail request to member-today@chronicle.com.

You or your staff may currently clip and save various tables and statistics from the *Chronicle* for reference. What I've listed here are links to some of the *Chronicle*'s online tables and data. Once you obtain your password, you may have direct access to this information.

College Board
http://www.collegeboard.org/
The College Board is another of what we call popular data sources. Its web site gives information about and lists statistical tables from two College Board surveys --- the *Annual Survey of Colleges, 1997-98* and *Trends in Student Aid: 1987 to 1997*. The site also allows you to view the Common Data Set questions and to join the Common Data Set Discussion Group.

SOURCES FOR POLICY MAKERS

Now we've come to statistical sources that we feel may be of special interest to higher education policy makers.

Education Commission of the States
http://www.ecs.org/
This site is helpful for its bibliography of major reports and policy papers, including the *State Postsecondary Structures Handbook: 1997*, *State Strategies to Address Diversity and Enhance Equity in Higher Education*, and others.

Grapevine
http://coe.ilstu.edu/grapevine/
Grapevine reports on total state effort for higher education, including tax appropriations for colleges, universities, community colleges, and state higher education agencies. This site has individual reports from the 50 states which include current fiscal year and previous fiscal year state tax appropriations for operating expenses of higher education. These reports are entered as they are received from the states from the period March through September of the calendar year.

National Conference of State Legislatures
http://www.ncsl.org/
This is a site primarily for state lawmakers and legislative staffers. It offers information and research on critical state issues. Through it, you can research legislative policy issues, link to sites of states legislatures, and state governments.

Southern Regional Education Board
http://www.sreb.org/
SREB allows you to search a number of education issues. The Data Library contains the *Overview of the SREB Fact Book* and the *Accountability or Performance Measures in the States*.

WICHE
http://www.wiche.edu/rapa/fbook.htm
WICHE's policy and information section links to helpful online materials such as detailed 1996-97 tuition and fees tables for public institutions in the West.

SOURCES FOR ADMINISTRATIVE STAFF

CAUSE
http://www.cause.org/
CAUSE is an international repository for data on information resources in higher education. CAUSE conducts annual surveys to collect information from colleges and universities about the campus computing environment. If you are a member of CAUSE, you may request institution database reports to make comparisons, to identify campuses using specific applications, or to get contact names and phone numbers.

National Association of College and University Business Officers
http://www.nacubo.org/

NACUBO has a special spot for members which is currently still open to the general public. In addition to bulletins, tutorials, and online publications, it gives the survey results for NACUBO and partner associations' studies of issues affecting higher education.

National Education Association
http://www.nacubo.org/
The NEA devotes a portion of its web site to higher education and offers portions of the *NEA Almanac* for downloading.

DATA SETS AND OTHER STATISTICS

Fedstats
http://www.fedstats.gov/
This is the gateway to the statistics of more than 70 agencies in the U.S. Federal Government. A couple of the more popular sites are the Bureau of the Census and the Bureau of Labor Statistics.

Higher Education Research Institute
http://www.gse.ucla.edu/heri/heri.html
HERI serves as an interdisciplinary center for research, evaluation, information, policy studies, and research training in postsecondary education. I use the site to refer people to the HERI Web Clearinghouse. The Clearinghouse gives citations and abstracts for materials which use data from the Cooperative Institutional Research Program (CIRP), a national longitudinal study of the American higher education system. CIRP has been collecting data since 1966 and is the nation's largest and longest empirical study of higher education. It includes data on 1300 institutions, over 8 million students and more than 100,000 faculty.

National Center for Education Statistics
http://nces.ed.gov/
The Department of Education's National Center for Education Statistics is the nation's premiere source for education-related statistics. Check the What's New section for a wealth of information that would take hours to sample. I've listed here the three links that I use or refer callers to most often.

> The Condition of Education
> http://nces.ed.gov/pubs/ce/index.html
> This is an annual report to Congress containing 60 indicators that shed light on the condition of education in the U.S. These indicators represent a consensus of professional thinking on the most significant national measures of the condition and progress of education to date. You may browse or search the full report or view the list of indicators by title.

BEST COPY AVAILABLE

Digest of Education Statistics

http://nces.ed.gov/pubs/D96/

The Digest of Education Statistics provides a compilation of statistical information overing the broad field of American education from kindergarten through graduate school. It includes a selection of data from many sources and draws especially on the results of surveys and activities carried out by NCES. More than 400 tables can be accessed from the subject index or the list of tables and you can download them as a Lotus file. You can also download the full report as a set of PDF files.

Data and Surveys

http://nces.ed.gov/surveys/datasurv.html

Under Data and Surveys, of particular interest are the Postsecondary Surveys and Longitudinal Surveys. NCES describes each survey and the publications that each survey has generated and allows you to construct your own reports from the data set using a data analysis system (or DAS).

There are a few helpful hints for using data sets:

1) Developing a context for the data set is critical to running statistics that are meaningful. To develop a thorough understanding of the dataset and what you want to do with it, first review any readme files. It's good idea to print them and keep them on hand for reference.

2) Also make sure to obtain print copies of publications related to the specific data set such as NELS or IPEDS to familiarize yourself with the dataset.

3) Always review the methodology reports so that you develop an understanding of the way the data set was constructed, what questions were used, etc.

4) A data dictionary is often useful to have at hand.

5) If you want to pull NCES statistics into the statistical package SPSS, you will have to get a site license through the Dept. of Education. Since this can take a long time, we highly recommend that you learn to use DAS web, which we will be introducing next.

Data Analysis System (DAS) Web

http://www.pedar-das.org/

DAS is the Windows software tool that allows access to Department of Education survey data. The DAS generates tables specified by users who tag row and column variables of interest to them. There is a separate DAS for each survey data set and all have a consistent interface and command structure. This web site describes DAS Web, the DAS surveys available, how to use DAS and allows you to download the front-end application.

National Science Foundation
http://www.nsf.gov/sbe/srs/stats.htm
The National Science Foundation's Division of Science Resources Studies is the gateway to a number of statistical sites. We've already discussed Fedstats to which you can link from here.

I'll briefly pull up the Data Briefs and Reports page <http://www.nsf.gov/sbe/srs/pubdata.htm> and the Survey Descriptions page <http://www.nsf.gov/sbe/srs/survey.htm>. There's a wealth of data here that you can view and download in various formats.

WebCASPAR
http://caspar.nsf.gov/cgi-bin/WebIC.exe?template=nsf/srs/webcasp/start.wi
WebCASPAR includes data from surveys of academic institutions that can be retrieved by six different methods. It offers a guide to help you through the data selection process as well as a tutorial to help you navigate WebCASPAR. There are a number of predefined reports from which you can choose. That's what the window allows you to do. And then, through the Data Retrieval Methods link, you can create customized reports from specific data. There's a tutorial for each type of report you'd like to construct.

I've chosen the institutional data retrieval method to show you the type of screen you will work on to create your data set.

SESTAT
http://caspar.nsf.gov/cgi-bin/WebIC.exe?template=nsf/srs/webcasp/start.wi
SESTAT contains information about the employment, education and demographic characteristics of scientists and engineers in the U.S. SESTAT contains data from three NSF-sponsored demographic surveys, including 1993 survey responses from about 200,000 individuals. The Database Access link takes you to the steps required to generate a custom table from the SESTAT surveys available as public use files (listed on the first page of the web site.)

UNESCO
http://www.education.unesco.org/educprog/stat/index.html
UNESCO collects statistical data on education, science, culture and communication and has constructed one of the world's most important international databases in these fields. Some of the data are published in the UNESCO *Statistical Yearbook*; 75 of these data tables are accessible at this site. There are also a number of statistical graphs mounted on the site.

KEY HIGHER EDUCATION LITERATURE DATABASES

http://www.gwu.edu/~eriche/Other/kheld.html

There are a number of databases besides the ERIC database that you may need to use for higher education-related research. I've listed these on your handout. The ones I use most often are PsychInfo, for psychology literature, Sociological Abstracts, for sociology literature, Education Abstracts, to supplement ERIC education information, and Dissertation Abstracts, to find dissertations of interest. You may search these on the Internet via the Knight Ridder Company <http://www.krinfo.com/frames/text_home.html>, but they are fee-based services that cost both per minute and per record viewed or downloaded. As you will see from the web site, you eventually must supply a subscriber's password to gain access to the search capabilities.

These are such popular databases that many, if not most, academic libraries and some larger public libraries buy them on tape or CD-ROM and mount them on their own systems for patrons to search for free. You may be able to dial in to your library and do the searching from your computer. Remember to check to see if your library offers access to these databases before you spend money searching them online through Knight Ridder or other vendors.

Chronicle of Higher Education - Academe Today - Document Archive
http://chronicle.com/che-data/articles.dir/archive.htm
You may search up to eight years of *Chronicle* back issues.

ORDERING MATERIALS ONLINE

http://www.gwu.edu/~eriche/Other/omo.html

ERIC Document Reproduction Service
http://www.edrs.com/
You may order most non-journal materials that appear in the ERIC Database from EDRS. EDRS is currently loading the full-text of level 1 materials published in 1993 or later. Other non-journal materials are available in paper copy, microfiche, or both.

HIGHER EDUCATION PUBLISHERS

There are a number of higher education publishers whose catalogs you may search online to get pricing and other ordering information.

BEST COPY AVAILABLE

ONLINE BOOKSTORES

Amazon.com<http://www.amazon.com/exec/obidos/subst/home/home.html/3292-9145758-002915>, is perhaps the most popular online bookstore. The bookstore offers 2.5 million books for sale; I know from experience that ordering books this way is very easy.

Dial-A-Book Chapter One
http://www1.psi.net/chapterone/
This service makes first chapters, tables of contents, and some excerpts of books available for browsing over the Internet. Browse for free. You can order books online; your credit card will be charged, and the books will be delivered to you by snail mail.

Download Bookstore
http://www1.psi.net/DownloadBookstore/
This service makes current books in copyright available over the Internet in Adobe Acrobat Portable Document Format (PDF) for purchase and download directly to your hard disk. You can browse first chapters, tables of contents and other excerpts at no cost before you decide to buy.

JOURNAL ARTICLES and DISSERTATIONS

UMI
http://www.umi.com/
University Microfilms allows you to order dissertations and journal articles online. Only subscribers have access to the entire Dissertation Abstracts database, but others can obtain free guest access privileges that allow you to search citations and abstracts for all new titles that have been added during the past three months.

UNCOVER
http://uncweb.carl.org/
The Uncover Database contains 7 million citations from17,000 multidisciplinary journals published since 1988. Over 4,000 current citations are added daily. Uncover allows you to search for a particular journal article and order fax copies.

HIGHER EDUCATION PUBLICATIONS IN ELECTRONIC FORMAT
http://apollo.gmu.edu/~jmilam/air98/higherpu.html

You will enjoy this site for many hours as more and more organizations move toward electronic publications.

ONLINE LIBRARIES AND RESOURCES

http://www.gwu.edu/~ericbe/Other/olrc.html

Library of Congress

http://www.loc.gov/

LC offers a wide variety of online databases and internet resources. It provides an easy-to use gateway for searching other institutions' online catalogs and extensive links to resources on the Internet. You may want to see the LC Research Tools section of the home page, especially THOMAS, which provides full-text access to bills and resolutions under consideration in the current Congress and the two previous Congresses.

U.S. Government Information Sources

http://www.nttc.edu/gov_res.html

This is an index of government web pages which currently has over 950 links.

OUTLINE FOR ERIC USER WORKSHOP

- I. Introduction to ERIC
  - A. Description
    - 1. OERI sponsored
    - 2. National network
    - 3. 16 clearinghouses
    - 4. Adjunct clearinghouses
    - 5. Support components
      - a. Facility
      - b. EDRS
      - c. Oryx Press
      - d. Access ERIC
  - A. Purpose
    - 1. Database building and maintenance
      - a. Identify, solicit, select
      - b. Screen
      - c. Abstract and index
      - d. Process
    - 2. Publications
    - 3. User services dissemination outreach
  - A. Types of Materials
    - 1. Conference proceesings
    - 2. Curriculum
    - 3. Information analysis
    - 4. Opinion papers
    - 5. Program descriptions
    - 6. Research reports
    - 7. Instruments, tests
    - 8. Journals
  - B. What's rarely in ERIC
    - 1. AV materials
    - 2. Dissertations
    - 3. Directories
    - 4. Statistics
    - 5. Books (although more are being added)
  - C. Selection criteria
    - 1. Content
    - 2. Contribution to knowledge
    - 3. Significance
    - 4. Relevance
    - 5. Innovativeness
    - 6. Adaptability
    - 7. Relation to current priorities
    - 8. Authority of source
  - D. Major publications
  - E. Other publications
    - 1. Newsletters
    - 2. Trends and Issues Alerts
    - 3. ERIC Digests
    - 4. Clearinghouse brochure
    - 5. Publications list
    - 6. Bibliographies
    - 7. Submitting documents
    - 8. Pocket guide
    - 9. Practice application briefs
    - 10. All about ERIC
  - F. User services
    - 1. Question answering
    - 2. Referrals
    - 3. Searches
    - 4. Workshops orientations
    - 5. Conference presentations displays
    - 6. Shelf products
    - 7. Search assistance
    - 8. Outreach dissemination
  - G. Internet
    - 1. AskERIC
    - 2. Web sites
  - H. Partners

- II. Why use ERIC?
  - A. Only general education database
  - B. Availability of materials
  - C. Research
  - D. New methods, practices
  - E. New technologies
  - F. Human resource file
  - G. Fugitive documents

- III. ERIC set-up
  - A. Parts
    - 1. RIE
    - 2. CIJE
  - B. Indexing
    - 1. Level of specificity
    - 2. Major vs minor
    - 3. Covers all concepts
    - 4. Descriptors vs identifiers
    - 5. Index document in hand, not what you think author intended
- IV. How to search ERIC
  - A. Clarify topic
    - 1. Identify concepts
    - 2. Translate concepts into descriptors
  - B. Limit results
    - 1. Major/minor
    - 2. ED/EJ
    - 3. Year
    - 4. Pub types
    - 5. Age/education level
  - C. Access to ERIC database
    - 1. Online
      - a. Fast, convenient
      - b. Comprehensive
      - c. Free text/new terms
      - d. Monthly updates
    - 2. CD-ROM
      - a. Cheap
      - b. Browsing
      - c. Short searches
      - d. Convenient
      - e. Quarterly updates
      - f. Downloadable
    - 3. WWW
      - a. Easily accessible
      - b. Limited years
      - c. Easy interface
      - d. Monthly updates
      - e. Downloadable
    - 4. Manual
      - a. Cheap
      - b. Monthly updates
      - c. Time-consuming
      - d. Recent material on single subject
      - d. Major only
      - e. Serendipitous discoveries

ERIC's Indexing and Retrieval: 1995 Update

by Lynn Barnett
Director of Community Development
American Association of Community Colleges
(formerly Associate Director, ERIC Clearinghouse on Higher Education,
The George Washington University)
and
Anita Colby
Associate Director, ERIC Clearinghouse for Community Colleges
University of California at Los Angeles

THE ERIC SYSTEM

The Educational Resources Information Center (ERIC) is a national information system designed to provide users with ready access to an extensive body of education-related literature.[1] Established in 1966, it is today part of the National Library of Education, and is funded by the Office of Educational Research and Improvement (OERI) of the U.S. Department of Education. The ERIC database, the world's largest source of education information, contains abstracts of more than 850,000 documents and journal articles. ERIC collects and disseminates virtually all types of print materials, published and unpublished, that deal with education—for example, descriptions and evaluations of programs, research reports and surveys, curriculum and teaching guides, instructional materials, position papers, machine-readable data files, and resource materials. In 1993, ERIC began a systemwide effort to include in the database education-related books, including the output of major commercial publishers.

The ERIC Program Office within OERI establishes policy and oversees the operation of the ERIC system. Centers of educational expertise, located primarily at universities or professional associations, operate the 16 decentralized ERIC Clearinghouses and 8 ERIC Adjunct Clearinghouses.[2] These Clearinghouses identify, acquire, and process educational information in such specific subject areas as reading and communication skills, science and mathematics, and social studies, and in such other areas as elementary, secondary, higher, rural, and urban education. Support organizations perform other services for the ERIC system. These services include centralized database management (the ERIC Processing and Reference Facility), document delivery (the ERIC Document Reproduction Service), commercial publishing (Oryx Press), and outreach (ACCESS ERIC).

ERIC acquires and announces the availability of education-related literature, including journal articles. Each item is cataloged, abstracted, and indexed using the key words from the controlled vocabulary — the *Thesaurus of ERIC Descriptors*. Citations for nonjournal literature appear in the monthly bibliographic abstract journal, *Resources in Education (RIE)*; journal article annotations are found in the companion monthly publication, *Current Index to Journals in Education (CIJE)*. With the help of the *Thesaurus*, users can identify information in the ERIC database by manual searches of the printed indexes in *RIE* or *CIJE*, by computer searches of the online or CD-ROM ERIC files, or by searches of public access online library catalogs available through the Internet. ERIC provides convenient access to the actual text of greater than 330,000 documents at more than 900 libraries and resource centers around the world that subscribe to the ERIC microfiche collection. (See footnote 6, next page.) Pilot projects are being conducted to make the full text of ERIC documents available through the Internet.

The Clearinghouses are important components of the ERIC system. Responsible for locating, acquiring, and selecting literature in their respective areas of education, each Clearinghouse indexes its materials with the terms from the *Thesaurus*. Because Clearinghouses have a stake in the content of the *Thesaurus*, each contributes regularly to updating the ERIC vocabulary.

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[1] See Delmer J. Trester's *ERIC—The First 15 Years. A History of the Educational Resources Information Center* (ERIC Document Reproduction Service No. ED 195 289).

[2] Note the "scope of interest" statements for the 16 ERIC Clearinghouses in the concluding "ERIC Network Components" section of this Introduction, pp. xxxiii–xxxvi. These statements show the diversity of the ERIC system and indicate the areas of expertise of the individual Clearinghouses. See also the inside back cover of this publication for a graphic display of the ERIC system components.

VOCABULARY MAINTENANCE

In 1977, a unique systemwide project, the Vocabulary Improvement Project, was undertaken to update the *Thesaurus of ERIC Descriptors.*[3] The three-year project added and clarified scope notes, rearranged hierarchies, updated terminology, merged synonymous terms, revised cross-references, and modified sexist language. The objective was to improve retrieval by improving indexing consistency. This unprecedented project culminated in a completely revised eighth edition of the *Thesaurus* in 1980. More important, however, it also established new procedures for vocabulary maintenance that have become standard practices in the ERIC system.

At the heart of the new procedures is the commitment to a participative approach to vocabulary development. Three features characterize this approach: a designated vocabulary coordinator at each Clearinghouse to monitor the language of its own scope area (see p. vii); user participation in vocabulary review; and a regular interactive process for thesaurus development. Simply put, ERIC has built a mechanism for considering multiple viewpoints in questions about indexing language.

Those viewpoints are heard through the ERIC Vocabulary Review Group (VRG), whose members are the 16 Clearinghouse vocabulary coordinators, the ERIC lexicographic staff, an ERIC Program Office representative, and members of the user community, including international representatives. User groups that are represented include school and university librarians, practitioners, and online searchers. The VRG is chaired by a Clearinghouse coordinator appointed by the ERIC Program Office. The VRG both initiates and evaluates new terminology or modifications to existing vocabulary. The interactive nature of the evaluation process allows for thorough discussion before final decisions are made in periodic *Thesaurus* updates and revisions. Since mid-1993, all VRG evaluations have occurred via an Internet listserv, resulting in a simplified input and a shortened disposition cycle.[4]

ERIC solicits the viewpoints of the educational community. Users are encouraged to submit comments on this edition and suggestions for future editions of the *Thesaurus* to Director, ERIC, Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208-5720. Comments and suggestions may also be submitted to Jim Houston, Lexicographer, ERIC Facility, Computer Sciences Corporation, 1301 Piccard Drive, Suite 300, Rockville, MD 20850-4305. Telephone: (301) 258-5500. Fax: (301) 948-3695. Internet: jhouston@inet.ed.gov.

INFORMATION RETRIEVAL

Information can be retrieved from the ERIC database manually or by computer (online, CD-ROM, or via the Internet). For manual searching, ERIC provides several printed reference tools; for automated searching, a computer terminal provides immediate access to the same information.

Manual Searching

Manual searching makes use primarily of the monthly printed versions of *Resources in Education (RIE)* and *Current Index to Journals in Education (CIJE)*. Users locate citations in these publications through various indexes. *RIE* provides a Subject Index (consisting of Major Descriptors and Major Identifiers—see pp. xvii and xx); an Author Index[5]; an Institution Index (showing organizations responsible for a document and/or the agency sponsoring it); and a Publication Type Index (see p. xxi). *CIJE* contains a Subject Index, Author Index (see footnote 5), and a Journal Contents Index (which lists by journal name the titles of articles indexed in that issue). Cumulations of *RIE* (annual) and *CIJE* (semiannual), including their indexes, are available.[6]

Computer Searching

Computer searching allows a user to quickly review part or all of the ERIC database (*RIE* and *CIJE*) with a single set of commands, eliminating the time-consuming and sometimes difficult task of scanning separate monthly or annual print indexes. Computers make retrieval possible not only by Major and Minor Descriptors and Identifiers, authors, institutions, specific journals, and Publication Types, but also by unique words or phrases found in titles and abstracts/annotations. In short, computer searching allows users to access not only indexed data but almost every word in a database record.

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[3] See Barbara Booth's "A New ERIC Thesaurus. Fine-Tuned for Searching." *Online* v3 n3 July 1979, pp. 20-29.

[4] See the inside back cover of this publication for a flowchart of the present ERIC vocabulary development procedure. The hub of the procedure is the Internet Vocabulary Listserv, which links every communication and transaction made on every *Thesaurus* recommendation through final disposition and archiving.

[5] For documents/articles listing three or more authors, only the first author is indexed in ERIC. For collected works or proceedings containing works by three or more authors and not listing an editor or compiler of the whole, *no* authors are indexed; however, individual author names appearing in such collections are usually included within the text of the ERIC abstract/annotation and can be retrieved by full-text computer searching.

[6] *RIE*, covering education documents, is issued monthly by the Superintendent of Documents, U.S. Government Printing Office (GPO), Washington, DC 20402-9371.

CIJE, covering education journal articles, is published monthly by The Oryx Press, 4041 North Central at Indian School, Phoenix, AZ 85012-3397. 800/279-ORYX. Oryx Press also publishes the following titles:

—*CIJE Semiannual Cumulations* are one-volume cumulations of all main entries (descriptions of journal articles) and indexes for a six-month period. Prior to 1979, these were published by Macmillan Information, 866 Third Avenue, New York, NY 10022.

—*RIE Annual Cumulations* are published in three volumes—two of cumulated main entries (abstracts) and one of cumulated indexes. Similar cumulations prior to 1979 were published under the title *Educational Documents Abstracts/Index* by Macmillan Information.

Most *RIE* documents, identified by "ED" numbers in the ERIC database, can be ordered in microfiche or paper from the ERIC Document Reproduction Service (EDRS), 7420 Fullerton Road, Suite 110, Springfield, VA 22153-2852. EDRS delivers monthly *RIE* microfiche sets to approximately 940 standing-order subscribers. Cumulated *RIE* indexes on microfiche (1966-present) by subject, author, title, and institution are also available from EDRS.

Online Access through Commercial Services. Originally, the only way to access the ERIC database by computer was through a telecommunications link to a commercial online database vendor. Today ERIC is available through three such vendors: Knight-Ridder Information, Inc. (formerly Dialog), CDP Technologies, and Data-Star/Dialog. These services offer the most powerful and sophisticated search capabilities, the ability to access the entire database at once, and the ability to conduct complicated searches. Training in the vendors' search language is required in order to use the most powerful search features. Costs include a membership fee and charges based on the number of minutes connected and the number of citations printed or downloaded.

In addition to database vendors, several multipurpose online information services exist for general consumers. One, CompuServe, offers access to the ERIC database through its IQuest search system. America Online also provides access to the ERIC database for general consumers. OCLC, or the Online Computer Library Center, Inc., is an online bibliographic utility used by thousands of libraries throughout the world. Recently, OCLC began offering FirstSearch, an information service designed for direct use by library patrons. ERIC is one of the many databases accessible through FirstSearch.[7]

CD-ROM. The development of ERIC on CD-ROM (compact-disk, read-only memory) created a new avenue of retrieval for ERIC users.[8] Most CD-ROM users search by the menu approach, though at various stages of search sophistication. DIALOG (Knight-Ridder) offers the option of using its traditional online commands to retrieve information. CD-ROM searching cannot replace direct online searching for currency and thoroughness, but it has cost advantages and has generated a new computer-literate end-user clientele for ERIC. CD-ROM searching has the same advantages over manual searching as online computer searching.

ERIC Resources on the Internet. An increasing number of institutions, especially universities and state university systems, are mounting ERIC data on their own in-house computers for use by their students, staff, etc. The host institutions bear the cost of maintaining the database, select the search software, and determine their own access policies. In some cases, the ERIC database is linked to the library's online public access catalog, or OPAC, and searched using the same search commands. In other cases, it is part of a campus information system that uses information retrieval software obtained from a commercial source.

Recently, there has been a trend toward Internet access to OPACs, campus information systems, and other electronic resources, including ERIC mounted on local systems. Often, remote access to these systems is limited to restricted users. But some institutions do offer open Internet access to all or part of the ERIC database. Current information about all Internet-accessible ERIC resources is available from the ERIC Clearinghouse on Information and Technology, Syracuse University, Syracuse, NY 13244-4100. The Internet address is:

eric@ericir.syr.edu

The ERIC Clearinghouse on Information and Technology also sponsors the AskERIC project, an Internet-based question-answering service for teachers, library media specialists, administrators, and others involved in education. The hallmark of AskERIC is the human intermediary, who interacts with the information seeker and personally selects and delivers information resources within 48 working hours. The benefit of the human-mediated service is that it allows AskERIC staff to determine the precise information needs of the client and to present an array of relevant resources, both from the ERIC system and the vast resources of the Internet. Anyone involved in education can send an e-mail/Internet inquiry to AskERIC at the following address:

askeric@ericir.syr.edu

> NOTE: Procedures for searching the ERIC database vary with each online/CD-ROM vendor and OPAC. (See footnotes 7 and 8 for addresses and telephone numbers of the online and CD-ROM vendors. You may also contact ACCESS ERIC (1-800-LET-ERIC) or the most appropriate ERIC Clearinghouse for guidance on searching (see "ERIC Network Components" section of the Introduction).

Full-Text. ERIC is a bibliographic, rather than a full-text database; therefore, "full-text searching" in ERIC refers to searching individual words of document *resumes* (citation summaries) and not the content of the documents themselves. The texts of ERIC documents are generally available from the ERIC Document Reproduction Service (EDRS)—see footnote 6. (The ERIC Clearinghouse on Information and Technology is working with EDRS on a pilot project that will make the full-text of ERIC documents available via the Internet.) The texts of ERIC journal articles, on the other hand, must be obtained from the journals themselves, the journal publishers, or via periodical reprint services like UMI, ISI, or CARL.[9]

[7] Addresses and telephone numbers for the commercial online services are: America Online, Inc., 8619 Westwood Center Dr., Vienna, VA 22182 / 800-827-6364; CDP Technologies, 333 Seventh Avenue, New York, NY 10001 / 800-950-2035; CompuServe Information Services, 5000 Arlington Center Boulevard, P.O. Box 20212, Columbus, OH 43220 / 800-554-4079; Data-Star/Dialog (Knight-Ridder Information, Ltd), Haymarket House, Oxendon Street, London SW1Y 4EE, England / +44 (0)171 930 5503 or, in U.S., 800-221-7754; Dialog Information Services (Knight-Ridder), 2440 El Camino Real, Mountain View, CA 94040 / 800-3-DIALOG; OCLC, 6565 Frantz Road, Dublin, OH 43017-0702 / 800-848-5878.

[8] ERIC is available on CD-ROM from the following vendors: EBSCO Publishing, 83 Pine Street, P.O. Box 2250, Peabody, MA 01960-7250 / 800-"OK"-EBSCO; Knight-Ridder Information, Inc., 2440 El Camino Real, Mountain View, CA 94040 / 800-3-DIALOG; The Oryx Press, 4041 North Central Avenue, Phoenix, AZ 85012-3397 / 800-279-ORYX; SilverPlatter Information, Inc., 100 River Ridge Drive, Norwood, MA 02062-5026 / 800-343-0064. An ERIC CD-ROM product developed by NISC (National Information Services Corporation) is available from the ERIC Processing and Reference Facility, 1301 Piccard Drive, Suite 300, Rockville, MD 20850-4305 / 800-799-ERIC.

[9] University Microfilms International (UMI), Article Clearinghouse, 300 North Zeeb Road, Ann Arbor, MI 48106 / 800-732-0616. Institute for Scientific Information (ISI), Genuine Article Service, 3501 Market Street, Philadelphia, PA 19104 / 800-523-1850. Colorado Alliance of Research Libraries (CARL), UnCover Service, 3801 East Florida Street, Suite 300, Denver, CO 80210 / 303-758-3030, ask for "UnCover Help."

Beginning in October 1989, a selected few ERIC documents, called "ERIC Digests," have appeared in ERIC in full-text form. ERIC Digests are short reports (1,000 to 1,500 words) prepared by the 16 ERIC Clearinghouses on topics of prime interest in education. Examples are "Equal Mathematics Education for Female Students" (Clearinghouse on Urban Education); "Accreditation of College and University Counseling Services" (Clearinghouse on Counseling and Student Services); and "Beyond Transition: Ensuring Continuity in Early Childhood Services" (Clearinghouse on Early Childhood and Elementary Education). At this writing, more than 1,200 ERIC Digests are available in full-text format, and the Clearinghouses produce approximately 150 new digests each year. Users can search the full text of the entire current Digest file on CD-ROM from Dialog (Knight-Ridder), EBSCO, NISC, Oryx, and SilverPlatter. (See footnote 8, p. xvi, or contact ACCESS ERIC for information about how to reach these vendors.) A full-text file of many ERIC digests is available to Internet users through the Department of Education/Office of Educational Research and Improvement's Institutional Communications Network (INet) and the Extended Bulletin Board of the Office for Information Technology, University of North Carolina at Chapel Hill.

A review of the procedures outlined in the "ERIC's Indexing" section that follows may help in developing strategies for searching the ERIC database, regardless of the form of database used.

ERIC'S INDEXING

General Guidelines

Knowing how something is stored makes finding it easier. Understanding the methods by which literature is prepared for input into a computerized database facilitates retrieval of that literature. Just as an indexer must consider the user's needs for retrieval, so should a user/searcher be aware of the rules and guidelines of the indexing process.

ERIC's indexing aims to provide subject access to the documents and articles contained in the database and announced in *RIE* and *CIJE*. ERIC has two fundamental indexing rules:

- Index only what is in the document.
- Index at the level of specificity of the document.

These rules mean that implied statements or assumptions are not indexed, and that very general Descriptors are not used unless the document covers a topic very broadly. For example, SCHOOLS would not be indexed on documents about HIGH SCHOOLS or PRIVATE SCHOOLS or MEDICAL SCHOOLS. In other words, ERIC avoids "indexing up" to a broader Descriptor when an appropriate, more specific one exists. Keeping these basic rules in mind will help ensure effective retrieval.

Indexing rules are detailed in the *ERIC Processing Manual*,[10] the system's official guide. Additional instructions, suggestions, and specific examples are detailed in the 400-page training-oriented *ERIC Abstractor/Indexer Workbook* and the more recent *ERIC Indexing Handbook: Clearinghouse Indexing Practices.*[11]

Major points relevant to retrieval are:

1. "Indexable" concepts, or key words, of a document are translated into Descriptors from the *Thesaurus*. Using the *Thesaurus* helps maintain consistency and prevents proliferation or scattering of concepts in the subject indexes.
2. Precoordinated (i.e., multiple-word) Descriptors are used whenever possible, rather than two or more Descriptors representing their component concepts. Thus, SCIENCE CURRICULUM would be used rather than SCIENCE plus CURRICULUM.
3. Descriptors are assigned to identify subject content, educational level, age level, validation status of a program, research methodology employed, tests utilized, form or type of document, etc. (See pp. xix and xxi for lists of Mandatory Educational Level Descriptors, Optional Age Level Descriptors, and Publication Types.)
4. Up to six "Major" Descriptors are assigned to a single document. They cover the main focus of the document. Major Descriptors appear in the *RIE* and *CIJE* printed Subject Indexes. In the document resume section of *RIE* and the main entry section of *CIJE*, Major Descriptors are identified by an asterisk.
5. Additional Descriptors, called "Minor" Descriptors, are also assigned to a document or journal article. They appear in the printed resumes (without an asterisk) but *do not* appear in the printed Subject Indexes of *RIE* or *CIJE*. (See examples that follow.)
6. Major Descriptors cover the main focus or *subject* of a document. Minor Descriptors indicate less important aspects within the document, as well as such nonsubject features as methodology, form, or educational level.

NOTE: Major Descriptors appear in the Subject Indexes of *RIE* and *CIJE* and therefore can be searched manually. Minor Descriptors do not appear in the Subject Indexes but are searchable by computer.

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[10] The *ERIC Processing Manual* (1992 edition) is available for $75.00 from the ERIC Processing and Reference Facility, 1301 Piccard Drive, Suite 300, Rockville, MD 20850-4305. Sections relevant to retrieval, *Section 6: Abstracting/Annotating* and *Section 7, Indexing*, may be purchased for $7.50 each from the ERIC Facility. The manual also appears in the ERIC Microfiche Collection (entire manual, ED 348 055; Abstracting Section, ED 348 061; Indexing Section, ED 348 062) and is available from the ERIC Document Reproduction Service (EDRS).

[11] The *ERIC Abstractor/Indexer Workbook* (Revised Edition, 1981) is in the ERIC Microfiche Collection (ED 207 614) and is available from EDRS. The *ERIC Indexing Handbook: Clearinghouse Indexing Practices* (1992 edition) has been incorporated as Appendix C of the *ERIC Processing Manual* and is available as ED 348 069 from EDRS.

SAMPLE *RIE* ENTRY

ED 312 182 **SO 020 269**
Cramer, Elizabeth, Ed. Hill, Margaret, Ed.
Who Said Learning about the Constitution Isn't Fun? Active Lessons on the U.S. Constitution for Junior and Senior High School Students. Lessons created by participants at "Congress and the Constitution: A Summer Institute for Teachers" (Ontario, California, 1988).
Chaffey Joint Union High School District, Ontario, CA; Commission on the Bicentennial of the United States Constitution, Washington, DC.
Pub Date—88
Note—136p.
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Citizenship Education, Government (Administrative Body), *History Instruction, Lesson Plans, Secondary Education, Teacher Developed Materials, *United States Government (Course), Units of Study
Identifiers—California, *United States Constitution

Twenty-eight lesson plans developed by California teachers who attended a summer institute on Congress and the Constitution are presented in this document. Sample lesson plan titles are: (1) "Geopolitics and the Constitution," (2) "Judicial Review," (3) "Electoral College and the . . . .

DESCRIPTORS

SAMPLE *CIJE* ENTRY

EJ 393 433 **CS 738 259**
High School Foreign Language Programs: A Renewed Challenge. Pfister, Guenter G. *Clearing House*; v62 n7 p309-13 Mar 1989 (Reprint: UMI)
Descriptors: Secondary Education; *Second Language Instruction; *Cultural Awareness; Cultural Education; Critical Thinking; Worksheets; Cross Cultural Studies; Reading Instruction; German
Identifiers: Cultural Literacy
Note: Special Theme Issue: Cultural Literacy.
Deals with the special importance of cultural literacy in language acquisition. Introduces and illustrates the use of a cultural inventory designed to help students read in a foreign language. Illustrates a pre-reading exercise designed to tap cultural content. (NH)

"Leveling" Descriptors

Since the ERIC database covers literature from all levels—preschool through postdoctoral, infant through adult—it is important, where appropriate, to "tag" documents with "leveling" terms. Leveling terms are classified as Descriptors and will be found in the Descriptor field of the *RIE* and *CIJE* resumes. They refer to either the educational level or age level of the population discussed in the document. Sometimes both educational *and* age level descriptors may be assigned. Since a variety of *Thesaurus* terms conceivably could be used to tag these levels, ERIC has developed lists of preferred leveling Descriptors.

Mandatory Educational Level Descriptors. Assignment of at least one of the "Educational Level" Descriptors is mandatory for every document and journal article, unless it is entirely inappropriate (such as an essay on "the role of education in society"). The Mandatory Educational Level Descriptors procedure was implemented in February 1975.

This required assignment of Educational Level Descriptors has a practical implication for the searcher. For example, a computer search of the Descriptor READING SKILLS would pull out all the references in ERIC to reading skills, regardless of educational level. Adding the Descriptor SECONDARY EDUCATION would limit the output to those references dealing with grades 7 through 12: adding HIGH SCHOOLS instead would limit the output to reading skills in the upper secondary grades. Similarly, the Descriptor TWO YEAR COLLEGES would focus a search more discretely than would the term POSTSECONDARY EDUCATION. Thus, the same guideline holds here in searching as in subject indexing: use the most specific Descriptor available for a specific search.

On the other hand, a document indexed at a narrow educational level would, in most instances, not be "indexed up" to a broader level, and exhaustive searches of broader levelers require that each of their respective narrower levelers also be used. For example, one would need to search SECONDARY EDUCATION, JUNIOR HIGH SCHOOLS, HIGH SCHOOLS, and HIGH SCHOOL EQUIVALENCY PROGRAMS to achieve an exhaustive search at the SECONDARY EDUCATION level.

MIDDLE SCHOOLS is a Descriptor but currently is not used as an educational leveler. Indexers are instructed to use the levelers INTERMEDIATE GRADES and/or JUNIOR HIGH SCHOOLS for the middle-school grades (4th through 9th, or some segment thereof). The Descriptor MIDDLE SCHOOLS is used in indexing only when the document or article itself uses it, and only with an appropriate Educational Level Descriptor.

The Mandatory Educational Level Descriptors are flagged within the body of the *Thesaurus* with a special instruction in the Scope Note:

> **SECONDARY EDUCATION**
> SN Education provided in grade 7, 8, or 9 through grade 12 (note: also appears in the list of mandatory educational level descriptors)

NOTE:

1. Use the most specific Educational Level Descriptor possible. In searching, use broader *and* narrower Educational Level Descriptors to retrieve at broader levels.
2. Educational Level Descriptors are *never* Major Descriptors unless they are the *subject* of the document.
3. As mandatory terms, Educational Level Descriptors always have precedence over the Age Level Descriptors.

(Continued)

ADOLESCENTS
Scope Note: Approximately 13–17 years of age.
LATE ADOLESCENTS
Scope Note: Approximately 16–23 years of age.
YOUNG ADULTS
Scope Note: Approximately 18–30 years of age.
ADULTS
Scope Note: Approximately 18+ years of age.
ADULTS (30 TO 45)
Scope Note: Age group between "young adults" and "middle aged adults"—approximately 30–45.
MIDDLE AGED ADULTS
Scope Note: Approximately 45–64 years of age.
YOUNG OLD ADULTS
Scope Note: Approximately 65–75 years of age.
OLDER ADULTS
Scope Note: Approximately 65+ years of age.
OLD OLD ADULTS
Scope Note: Approximately 75+ years of age.

Identifiers

"Identifiers" are key words or "indexable" concepts intended to add a depth to subject indexing that is not always possible with Descriptors alone. Identifiers are not found in the *Thesaurus*, since they are generally: (1) proper names, or (2) concepts not yet represented by approved Descriptors. They appear in a separate field below the Descriptors in the resume sections of *RIE* and *CIJE*. They may be "majored" with an asterisk just as Descriptors are. Major Identifiers, like Major Descriptors, appear in the printed Subject Indexes of *RIE* and *CIJE*.

IDENTIFIERS

EJ 397 738 **EA 523 711**
Enlisting Parents' Help with Mathematics. Kahn, Ann P. *Educational Leadership;* v47 n2 p37 Oct 1989 (Reprint: UMI)
Descriptors: *Mathematics; *Parent Student Relationship; *Home Programs; Elementary Secondary Education
→ *Identifiers:* *Parent Teacher Association
A new national PTA kit, "Math Matters; Kids Are Counting on You," can help all parents make a difference in their children's education. Suggested home activities include doubling cookie recipes, surveying and graphing family ice cream flavor preferences, filling in football "stat" charts, and other tasks easily performed on a calculator. (MLH)

Identifiers are used to index geographic locations, personal names, test or program names, specific legislation, etc., as well as concepts not found in the *Thesaurus*. The Identifier field can provide a "tryout" for candidate Descriptors. Identifiers are examined regularly by the Vocabulary Review Group for their suitability as Descriptors. ERIC is a literature-based information system, and every Descriptor must be supported by a document or article in the database; Identifiers often provide that evidence and serve as the justification for Clearinghouse proposals for new *Thesaurus* terms.

Recent examples of former Identifiers that now appear in the *Thesaurus* as Descriptors are:

ACTIVE LEARNING
AESTHETICS
BUS DRIVERS
COMPUTER SECURITY
CORPORATIONS
DECISION SUPPORT SYSTEMS
DISCIPLINE BASED ART EDUCATION
ECONOMETRICS
FREEDOM
GLOBAL EDUCATION
HAPPINESS
INFORMATION POLICY
MELODY
NEGLIGENCE
PROFESSIONAL DEVELOPMENT SCHOOLS
RECESS BREAKS
REFLECTIVE TEACHING
WILDERNESS

New Descriptors are announced in the monthly issues of *RIE* and *CIJE*. It is rare for Identifiers that are proper names (person, place, program, organization, etc.) to become Descriptors.

All terms in the Identifier field must conform in format to terms in the *ERIC Identifier Authority List (IAL)*[12] or to the rules and guidelines for creating new Identifiers.[13] Items are purged from the *IAL* when they are upgraded to Descripto. status and shifted to the *Thesaurus*.

As Identifiers are moved to the *Thesaurus*, their index postings are transferred to the Descriptor field. All such Identifier-to-Descriptor conversions occurring before December 1980 are fully reflected in the ERIC file. December 1980 was the last time a general reload of the ERIC backfile was performed. Conversions since that time, therefore, are *not* fully reflected in the database, and posting counts for Descriptors added after December 1980 may represent combined Descriptor/Identifier usages. (See related discussion under "Transferred Descriptors," p. xi.)

NOTE:
1. Like Major Descriptors, Major Identifiers appear in the Subject Indexes of *RIE* and *CIJE*.
2. Both Major *and* Minor Identifiers can be searched by computer similarly to the way that Descriptors can be searched.
3. To be safe, searches of Descriptors with add dates after December 1980 (when the last general ERIC reload occurred) should consider usages (postings) not only in the Descriptor field, but in the Identifier field as well.

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[12] The *IAL*, 2nd edition—1995, is available in hardback copy from Oryx Press for $59.50. (Oryx Press, 4041 North Central Avenue, Phoenix, AZ 85012-3397 800-279-ORYX.) It includes two displays: main *Alphabetical Display*, listing the approximately 50,000 preferred Identifier forms with their postings—so cross-references and scope notes are included; *Category Display*, listing Identifiers alphabetically within broad categories (e.g., equipment, geographic locations, legislation, persons). The displays are also available separately in annual working papercopy editions from the ERIC Processing and Reference Facility: *Alphabetical Display* ($40)—includes free supplement, when available; *Category Display* ($35).

[13] Guidelines are detailed in the *ERIC Processing Manual, Section 8, Vocabulary Development and Maintenance (Part 2)—Identifiers*, available for $7.50 from the ERIC Facility or as ED 348 064 from the ERIC Document Reproduction Service.

(Continued)

tions, such transfers are not reflected in the ERIC database until general reloads are performed. The last such general reload was in December 1980. (See discussion under "Transferred Descriptors," p. xi. All Descriptors like the single-m PROGRAMERS that have been removed from the *Thesaurus* since December 1980 and that must still be considered in retrospective searching are listed there.)

Postings counts for any Descriptor added to the *Thesaurus* after December 1980 may include the usage that term had as an earlier Identifier. For example, COLLEGIALITY, added as a Descriptor in August 1988, was previously an Identifier, and its postings count reflects its usage in both the Descriptor and Identifier fields. Also, postings counts can improperly reflect actual database content when a new Descriptor and a previously preferred Identifier form do not match, e.g., the 1993 Descriptor GEOGRAPHIC ISOLATION (13 postings) and the alternatively formatted Identifier ISOLATION (GEOGRAPHIC) (86 postings) preferred earlier. Identifier-to-Descriptor conversions are provided by ERIC, but, as with Descriptor-to-Descriptor transfers, they are not actually reflected in the database until the next general reload. (See also discussion on p. xx.)

Invalid Descriptors

Occasionally, Descriptors have been added to the *Thesaurus* that, because of inherent ambiguity or subsequent indexing practices, have been used with such little consistency that their usefulness in retrieval has been diminished. Such Descriptors, when discovered, are generally deleted as usable terms in the *Thesaurus*. They are reentered as invalid or "dead" terms. Each Invalid Descriptor has two characteristics: a "life span" notation indicating the span of time that the term was actually used in indexing, and a Scope Note intended to indicate how the term was used and to lead indexers and searchers to more precise or meaningful terminology.

LANGUAGE INSTRUCTION (1966 1980)
Mar. 1980
SN Invalid descriptor—used for both foreign and native language instruction—see "second language instruction," "english instruction," or "native language instruction"

STRUCTURAL ANALYSIS (1966 1980)
Mar. 1980
SN Invalid descriptor—originally intended as a linguistics term but used indiscriminately—see "structural analysis (linguistics)" and "structural analysis (science)"—see also such descriptors as "cognitive structures," "chemical analysis," "literary criticism," and "group structure," or such identifiers as "musical analysis," "structure of knowledge," and "structural learning"

NOTE: Postings for all Invalid Descriptors still exist in the database, and Invalid Descriptors must often be coordinated with other Descriptors to achieve comprehensive searching. A list of ERIC's Invalid Descriptors is provided on p. xii–xiii.

ROTATED DESCRIPTOR DISPLAY

The Rotated Display (see p. 335) provides an alphabetical index to all words found in Descriptors or their USE references in the *Thesaurus*. A single-word term will file in only one location, a two-word term will file in two locations, etc. Examples for the Descriptors LIFELONG LEARNING and CROSS CULTURAL STUDIES will illustrate:

LIFELONG LEARNING

	LEARNING LABORATORIES
LANGUAGE	LEARNING LEVELS (1967 1980)
▶ LIFELONG	LEARNING
MASTERY	LEARNING
URBAN	LIFE Use URBAN CULTURE
▶	LIFELONG EDUCATION Use LIFELONG LEARNING
▶	LIFELONG LEARNING
	LIFETIME SPORTS

CROSS CULTURAL STUDIES

	CROSS CULTURAL COMMUNICATION Use INTERCULTURAL COMMUNICATION
▶	CROSS CULTURAL STUDIES
	CROSS CULTURAL TESTS Use CULTURE FAIR TESTS
	CROSS CULTURAL TRAINING
INTERFACE SYSTEMS	(CROSS DATABASE) Use GATEWAY SYSTEMS
	CULTURAL OPPORTUNITIES
	CULTURAL PLURALISM
▶ CROSS	CULTURAL STUDIES
CROSS	CULTURAL TESTS Use CULTURE FAIR TESTS
CROSS	CULTURAL TRAINING
BLACK	STUDIES
CASE	STUDIES
CORRELATION	STUDIES Use CORRELATION
▶ CROSS CULTURAL	STUDIES
CROSS SECTIONAL	STUDIES
UNIFIED	STUDIES CURRICULUM

The Rotated Descriptor Display is useful in determining all usages of a particular word in the *Thesaurus*, without respect to its position in a multiword Descriptor or USE reference. This Display tends to group related terms when they often may be separated in the main Alphabetical Display. This grouping aids indexers in more thoroughly examining the *Thesaurus* for the most specific Descriptors, helps searchers translate inquiries into the language of the system, and also helps Clearinghouse staff and lexicographers in structuring new Descriptors.

Publication Types

PUBTYPE Codes. All documents may be categorized by their "form" of publication (i.e., Publication Type or PUBTYPE) as well as by their subject. A special section of the document resume identifies the PUBTYPE by means of a three-digit code. PUBTYPEs are assigned to *every* document and journal article (beginning September 1974 for *RIE*, August 1979 for *CIJE*). They appear in the monthly printed issues of *RIE* along with the bibliographic information.

ED 310 019 **SO 020 094**
Berkowitz, Lois Benderly, Beryl Lieff
Building Bridges to Citizenship: How to Create Successful Intergenerational Programs.
Close Up Foundation, Arlington, VA.
Spons Agency—Mott (C.S.) Foundation, Flint, Mich.
Pub Date—89
Note—93p.
Available from—Close Up Foundation, 1235 Jefferson Davis Highway, Arlington, VA 22202 (free).
PUBTYPE → Pub Type—Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Activism, Adults, *Citizen Participation, *Citizenship, *Community Action, *Community Coordination, Community Organizations, Community Programs, Fund Raising, *Intergenerational Programs, Middle Aged Adults, Older Adults, Publicity, Social Action, Young Adults
It is vitally important for all U.S. citizens to know that they can make a difference, that they can affect the futures of their towns, cities. . . .

Printed issues of *CIJE* do not include PUBTYPE designations. However, all assigned PUBTYPEs for both *RIE* and *CIJE* are on the ERIC tapes and are searchable by computer.

In *RIE*, they are also searchable manually in the Publication Type Index (first published in July 1979). This index is organized numerically by PUBTYPE code and provides reference to title and accession (ED) number for each document having that code:

(050) Guides - General
Building Bridges to Citizenship: How to Create Successful Intergenerational Programs. ED 310 019
Helping Students Develop Self-Motivation: A Sourcebook for Parents and Educators. ED 309 332
Principles of Speechwriting: Effective Speechwriting Elements. ED 309 475
Speaking Out for Youth Service. It's Not Just the Thought That Counts. ED 309 266
Using a Client-Centered Approach in the Principal's Evaluation of Counselors. ED 309 341

Codes and category names for the ERIC PUBTYPES are as follows.

CODE	PUBLICATION/DOCUMENT TYPES
010	BOOKS
	COLLECTED WORKS
020	—General
021	—Conference Proceedings
022	—Serials
030	CREATIVE WORKS (Literature, Drama, Fine Arts)
	DISSERTATIONS/THESES
040	—Undetermined
041	—Doctoral Dissertations
042	—Masters Theses
043	—Practicum Papers
	GUIDES
050	—General (use more specific code, if possible)
	—Classroom Use
051	—Instructional Materials (for Learner)
052	—Teaching Guides (for Teacher)
055	—Non-Classroom Use (for Administrative and Support Staff, and for Teachers, Parents, Clergy, Researchers, Counselors, etc., in Non-Classroom Situations)
060	HISTORICAL MATERIALS
070	INFORMATION ANALYSES (State-of-the-Art Papers, Research Summaries, Reviews of the Literature on a Topic)
071	—ERIC Information Analysis Products (IAPs)
072	—Book/Product Reviews
073	—ERIC Digests (Selected) in Full Text
074	—Non-ERIC Digests (Selected) in Full Text
080	JOURNAL ARTICLES
090	LEGAL/LEGISLATIVE/REGULATORY MATERIALS
100	AUDIOVISUAL/NON-PRINT MATERIALS
101	—Computer Programs
102	—Machine-Readable Data Files (MRDFs)
110	STATISTICAL DATA (Numerical, Quantitative, etc.)
120	VIEWPOINTS (Opinion Papers, Position Papers, Essays, etc.)
	REFERENCE MATERIALS
130	—General (use more specific code, if possible)
131	—Bibliographies/Annotated Bibliographies
132	—Directories/Catalogs
133	—Geographic Materials/Maps
134	—Vocabularies/Classifications/Dictionaries
	REPORTS
140	—General (use more specific code, if possible)
141	—Descriptive (i.e., Project Descriptions)
142	—Evaluative/Feasibility
143	—Research/Technical
150	SPEECHES, CONFERENCE PAPERS
160	TESTS, EVALUATION INSTRUMENTS
170	TRANSLATIONS
171	—Multilingual/Bilingual Materials

To determine the proper PUBTYPE code for a document, an ERIC indexer examines the item and then checks the "Guide for Assigning Pubtype Codes" (see pp. xxiv–xxvi). For example, if the document in hand is a feasibility study, the table readily identifies it as a "code 142" item.

Similarly, this cross-reference chart is useful in the retrieval process. For example, if a user wanted samples of facility guidelines, the PUBTYPE code 055 could be searched; or an examination of the PUBTYPE code 060 could be used to help find biographies of historical figures.

NOTE: One PUBTYPE code is required on every ERIC document or article. To allow flexibility in classification, up to three PUBTYPE codes can be assigned (two for *CIJE* journal articles since PUBTYPE code 080 is assigned automatically by computer). All may be searched by computer. PUBTYPE categories assigned to *RIE* documents appear in the *RIE* Publication Type Index. Although PUBTYPES are assigned to *CIJE* journal articles, there is no comparable *CIJE* publication type index.

Publication Type Descriptors. Labeling of publication type or document characteristics is also done by the use of Descriptors. For example, a document that includes the complete survey instrument (e.g., a questionnaire) used in a research study would be PUBTYPE-coded 143 (Research/Technical Reports) and 160 (Tests, Evaluation Instruments). But it would also carry the Minor Descriptor QUESTIONNAIRES (minor, because "questionnaire" is not the *subject* of the document). The use of specific form terms is not unusual in the Descriptor field. However, as of March 1980, certain very broad form terms that coincide exactly with names of PUBTYPE Categories are *not* used for indexing document form in the Descriptor Field. These 22 form terms and their corresponding PUBTYPE codes are listed below:

DESCRIPTORS CORRESPONDING TO PUBLICATION TYPE CATEGORIES

DESCRIPTOR	PUBTYPE CODE
AUDIOVISUAL AIDS	100
BIBLIOGRAPHIES	131
BOOKS	010
COMPUTER SOFTWARE	101
CONFERENCE PAPERS	150
CONFERENCE PROCEEDINGS	021
DICTIONARIES	134
DIRECTORIES	132
DOCTORAL DISSERTATIONS	041
GUIDES	050
MASTERS THESES	042
MULTILINGUAL MATERIALS	171
PRACTICUM PAPERS	043
REFERENCE MATERIALS	130
REPORTS	140
RESEARCH REPORTS	143
SERIALS	022
SPEECHES	150
STATISTICAL DATA	110
TESTS	160
THESES	040
VOCABULARY	134

These very broad terms may be used as Descriptors (Major or Minor) *if* they apply to the *subject* of the document, as noted in the *Thesaurus:*

PUBTYPE INSTRUCTION →

BIBLIOGRAPHIES *Jul. 1966*
CIJE: 2683 RIE: 7017 GC: 720
SN Descriptive lists of books or other printed materials, which are written by one author, during one period, on one subject, produced by one printer and/or publisher, or located in one place (note: corresponds to pubtype code 131—do not use except as the subject of a document)
UF Booklists (1967 1980)
Literature Searches
NT Annotated Bibliographies
BT Reference Materials
RT Anthologies
Bibliographic Coupling
Books
Citation Analysis
Citations (References)
Discographies
Filmographies
Indexes
Library Catalogs
Literature Reviews
State of the Art Reviews
Union Catalogs

Thus, if a document were a bibliography about how to compile bibliographies, it would have the PUBTYPE 131 (Bibliographies) and *also* the Major Descriptor BIBLIOGRAPHIES (major, because it is the subject of the document).

NOTE: "Document type" Descriptors (see table on pp. xxiv–xxvi) should *not* be *Major* Descriptors unless they are the *subject* of the document.

FURTHER HINTS FOR RELEVANT RETRIEVAL

Nonsubject Access

The usual approach to finding information in ERIC is by subject area, using Descriptors, Identifiers, and/or free-text phrases. Using ERIC's PUBTYPE codes to locate types of materials further refines the search process. Additional nonsubject access points are available through ERIC's cataloging, which can help target computer searches even more precisely. These include document language, geographic origin (country, or country and state/province), and target audience.[14] All three of these data elements are searchable only by computer. Language appears on both *RIE* and *CIJE* citations as of January 1979. Geographic origin, also effective January 1979, is used only for *RIE*.

Target Audience

Documents and journal articles in ERIC are sometimes written for particular audiences. ERIC catalogs these audiences in a special "Target Audience" field. *The field is used when an author clearly specifies an intended audience; otherwise, it is left blank.*

---

[14] Further details on the Language, Geographic Origin, and Target Audience fields are given in the *ERIC Processing Manual Section 5: Cataloging,* available for $7.50 from the ERIC Facility or as ED 348 060 from the ERIC Document Reproduction Service.

Eleven distinct audiences have been defined by ERIC, as follows:

- Policymakers
- Researchers
- Practitioners
    - Administrators
    - Teachers
    - Counselors
    - Media Staff
    - Support Staff
- Students
- Parents
- Community

NOTE: The ERIC computer system automatically adds the generic audience "Practitioners" to records cataloged by any of the five "practitioner" subcategories.

The Target Audience field may be used to limit a computer search more narrowly. For example, adding the Target Audience "Teachers" to a computer search of the Descriptor ACQUIRED IMMUNE DEFICIENCY SYNDROME would focus the search on literature on AIDS written specifically for teachers.

Target Audience is an optional cataloging element. Not all documents identify an audience; some identify more than one. There are no limitations on the number of audiences that may be cataloged other than adherence to the prescribed list above. However, if more than two practitioner groups are identified, only the generic "Practitioners" is cataloged.

The Target Audience field has been a fully defined cataloging element for *RIE* since January 1984 and for *CIJE* since September 1984. The terms "Practitioners" and/or "Students" have been added retrospectively to selected May 1975 through December 1983 *RIE* citations. No citations prior to May 1975 contain a Target Audience field.

The online/CD-ROM retrieval vendors provide computer access to ERIC's Target Audience data differently and have different file segments of records containing Target Audience data. See footnotes 7 and 8, p. xvi, for addresses and telephone numbers of the online and CD-ROM vendors.

NOTE:

1. Target Audience was added as a new data element to *RIE* in January 1984 and to *CIJE* in September 1984. There are some retrospective *RIE* postings of "Practitioners" and "Students."
2. Target Audience is not cataloged on all documents and journal articles, but only for those approximately 25 percent that explicitly claim a specific target group.
3. Target Audience does not appear in the printed *RIE* and *CIJE* abstract journals.
4. Computer access to Target Audience varies from one vendor to another.
5. In searching, Target Audience should be used as a precise "limiter." Its assignment on a document assumes restrictiveness.

CONCLUSION

This brief review of the ERIC system is intended to make users more aware of the system as a whole, of how the literature on education and educational issues is indexed for the database, and of how the *Thesaurus* fits into the overall information dissemination process.

ERIC is committed to serving a widely divergent educational community while maintaining high database standards. To do so, ERIC staff encourage direct contact and interaction with users in the field. The ERIC network appreciates feedback and assistance from the clientele it serves.

For further information about ERIC, call
ACCESS ERIC
1-800-LET-ERIC

ACCESS ERIC was established in May 1989 to increase awareness of and access to educational information by the educational community and the public. ACCESS ERIC staff answer questions, refer callers to education sources, and provide information about the ERIC network.

BEST COPY AVAILABLE

Thesaurus Construction and Format

The *Thesaurus of ERIC Descriptors, 13th Edition,* contains an alphabetical listing of terms used for indexing and searching in the ERIC system. It actually consists of four parts—the main Alphabetical Display, the Rotated Display, the Hierarchical Display, and the Descriptor Group Display.

ALPHABETICAL DESCRIPTOR DISPLAY

The main, word-by-word Alphabetical Display is probably the most familiar since it provides a variety of information (a "display") for each Descriptor. This includes a Scope Note (SN), Add Date, Descriptor Group Code, Posting Notes, Used For (UF) and Use (USE) references, Narrower Terms (NT), Broader Terms (BT), and Related Terms (RT). Each of these segments of the *Thesaurus* display is explained in detail below.

SN (Scope Note)

A Scope Note is a brief statement of the intended usage of a Descriptor. It may be used to clarify an ambiguous term or to restrict the usage of a term. Special indexing notes are often included.

TESTS
SN Devices, procedures, or sets of items that are used to measure ability, skill, understanding, knowledge, or achievement (note: use a more specific term if possible—this broad term corresponds to pubtype code 160 and should not be used except as the subject of a document)

Recommends use of a Narrower Term and directs indexers and searchers to PUBTYPE category

ORAL INTERPRETATION
SN The oral interpretation and presentation of a work of literature to an audience (note: prior to mar80, the instruction "oral interpretation, use interpretive reading" was carried in the thesaurus)

Alerts indexers and searchers to an earlier Thesaurus instruction

NONFORMAL EDUCATION
SN Organized education without formal schooling or institutionalization in which knowledge, skills, and values are taught by relatives, peers, or other community members (note: do not confuse with "nonschool educational programs" or the identifier "informal education")

Suggests another Descriptor or an Identifier that may be more appropriate

UF (Used For)

The "UF" reference is employed generally to solve problems of synonymy occurring in natural language. Terms following the UF notation are *not to be used in indexing.* They most often represent either (1) synonymous or variant forms of the main term, or (2) specific terms that, for purposes of storage and retrieval, are indexed under a more general term. The examples below illustrate both types of UFs:

MAINSTREAMING
UF Desegregation (Disabled Students)
Integration (Disabled Students)
Least Restrictive Environment (Disabled)
Regular Class Placement (1968 1978)

LIFELONG LEARNING
UF Continuous Learning (1967 1980)
Education Permanente
Lifelong Education
Life Span Education
Permanent Education
Recurrent Education

LABOR FORCE DEVELOPMENT
UF Human Resources Development (Labor)
Manpower Development (1966 1980)

PHYSICAL DISABILITIES
UF Crippled Children (1968 1980)
Orthopedically Handicapped (1966 1980)
Physical Handicaps (1966 1980)

A former Descriptor that has been downgraded to the status of a UF term is accompanied by a "life span" notation in parentheses, e.g., (1966 1980). This indicates the time period during which the term was used in indexing. It provides useful information for searching older printed indexes, or computer files that have not been updated.

> NOTE: The present status of "downgraded" Descriptors in the ERIC database is discussed under "Transferred Descriptors," p. xi, accompanied by a list of all such terms still searchable on the file.

Sometimes a UF needs more than one Descriptor to represent it adequately. In such cases, a pound sign (#) following the UF term signifies that two or more main terms are to be used in coordination. The term's main entry in the Alphabetical Display shows the appropriate coordination. A footnote to this effect appears at the bottom of each page of the display. Sample "multiple UFs" follow:

"DOUBLE UF"

FOLK CULTURE
UF Folk Drama (1969 1980)#
Folklore
Folklore Books (1966 1980)#
Traditions (Culture)

DRAMA
UF Dramatic Unities (1970 1980)
Folk Drama (1969 1980)#
Outdoor Drama (1968 1980)#
Plays (Theatrical)

USE

The USE reference, the mandatory reciprocal of the UF, refers an indexer or searcher from a nonusable (nonindexable) term to the preferred indexable term or terms.

In the examples below, there is only one USE term for each entry. This means that there is a direct, one-to-one correlation in the ERIC system from the UF to the USE term.

Regular Class Placement (1966 1978)
USE MAINSTREAMING

Continuous Learning (1967 1980)
USE LIFELONG LEARNING

Orthopedically Handicapped (1968 1980)
USE PHYSICAL DISABILITIES

Manpower
USE LABOR FORCE

A coordinate or multiple USE reference (the reciprocal of the "double UF" above) looks a little different. The following example illustrates the use of two main terms together to represent a single concept, both for indexing and searching:

Folk Drama (1969 1980)
USE DRAMA; FOLK CULTURE

BT (Broader Term) and NT (Narrower Term)

The BT/NT notations are used to indicate the existence of a hierarchical relationship between a class and its subclasses. Narrower terms (terms following the NT notation) are included in the broader class represented by the main entry.

LIBRARIES
NT Academic Libraries
Branch Libraries
Childrens Libraries
Depository Libraries
Public Libraries
Research Libraries
School Libraries
Special Libraries

MODELS
NT Causal Models
Mathematical Models
Role Models
Student Writing Models
Teaching Models

The Broader Term (BT) is the mandatory reciprocal of the NT. Broader Terms (terms following the BT symbol) include as a subclass the concept represented by the main (narrower) term.

SCHOOL LIBRARIES
BT Libraries

MATHEMATICAL MODELS
BT Models

Sometimes a term may have more than one Broader Term:

REMEDIAL READING
BT Reading
Reading Instruction
Remedial Instruction

> NOTE: In ERIC, computer searching of a Broad Term will *not* automatically retrieve documents representing the concepts of its Narrower Terms, *unless those NTs have also been assigned to the documents in indexing* (e.g., searching LIBRARIES will not *automatically* also retrieve literature on SCHOOL LIBRARIES or any of the other NTs to LIBRARIES).

RT (Related Term)

The terms following the RT notation have a close conceptual relationship to the main term, but not the direct class/subclass relationship described by BTs/NTs. Part-whole relationships, near-synonyms, and other conceptually related terms, which might be helpful to the user, appear as RTs.

HIGH SCHOOL SENIORS
RT College Bound Students
Grade 12
High School Freshmen
High School Graduates
Noncollege Bound Students

MINIMUM COMPETENCY TESTING
RT Academic Achievement
Academic Standards
Basic Skills
Competence
Competency Based Education
Mastery Tests
Minimum Competencies
National Competency Tests
Student Certification
Test Score Decline

SECOND LANGUAGE PROGRAMS
RT Bilingual Education Programs
Conversational Language Courses
English (Second Language)
FLES
Intensive Language Courses
Language Enrollment
Language Laboratories
Modern Language Curriculum
Multilevel Classes (Second Language Instruction)
Native Speakers
Notional Functional Syllabi
Second Language Instruction
Second Language Learning
Second Languages

TWO YEAR COLLEGES
RT Associate Degrees
Multicampus Colleges
Multicampus Districts
Postsecondary Education
State Colleges
Technical Education
Trade and Industrial Education
Two Year College Students
Undergraduate Study
Upper Division Colleges

Parenthetical Qualifiers

A Parenthetical Qualifier is used to identify a particular indexable meaning of a homograph. In other words, it discriminates between terms (either Descriptors or USE references) that might otherwise be confused with each other. Examples include LETTERS (ALPHABET) and LETTERS (CORRESPONDENCE); SELF EVALUATION (INDIVIDUALS) and SELF EVALUATION (GROUPS).

> NOTE: The Qualifier is considered an integral part of the Descriptor and must be used with the Descriptor in indexing *and* searching.

Add Dates

An Add Date (i.e., date term was entered into the *Thesaurus*) is printed to the right of each Descriptor or main term. The earliest "real" Add Date is Aug. 1968. Month and year of entry into the *Thesaurus* are given for each Descriptor added from Aug. 1968 to the present. All earlier Descriptors have been given the arbitrary Add Date of Jul. 1966, the approximate point in time at which ERIC indexing (only for *RIE* at that point) began. Add Dates are intended to help users in the preparation of search strategies. They represent calendar dates, not *RIE* or *CIJE* issue dates. Rigid interpretation of Add Dates should be avoided.

It should also be noted that new Scope Notes are occasionally added to older Descriptors, i.e., terms with earlier Add Dates. In cases where that may affect searching, an instructional statement is included in the new Scope Note:

FOUNDATION PROGRAMS *Jul. 1966*
SN Systems whereby state funds are used to supplement local or intermediate school district funds for elementary and secondary education—a "minimum foundation" of financial support is usually guaranteed regardless of the local district's ability to support education (note: prior to mar80, this term was not scoped and was sometimes used to index "philanthropic foundations")

Descriptor Group Codes

Descriptor Group Codes are also provided for each term at its main alphabetical entry point. The three-digit number indicates the broad category to which that term belongs. The codes are useful for identifying other Descriptors that are conceptually related to the term, but that do not necessarily appear in the term's main display. (See pp. xxxi–xxxii for a complete list of the categories, and the Descriptor Group Display for lists of all Descriptors assigned within each category and having the same Group Code number.)

In the example below, the number 540 following "GC:" shows that SEX FAIRNESS is in the Descriptor Group 540, "Bias and Equity."

SEX FAIRNESS *Aug. 1978*
CIJE: 513 RIE: 1480 GC: 540
SN The correction of sex bias or discrimination (note: use for descriptions of materials, procedures, activities, or programs that treat the sexes equitably)

Postings Notes

As an additional aid to users, a Postings Note is provided for each Descriptor at its main alphabetical entry point. This notation appears above the Scope Note and indicates the number of times—as of December 1994—that the term was used as a Major or Minor Descriptor or Identifier in *RIE* and *CIJE*.

EQUAL EDUCATION *Jul. 1966*
CIJE: 3722 RIE:4694 GC:540

Examination of the counts for a Descriptor may lead the user to check a term's NTs or RTs before the search strategy is formulated completely. For example, a term with 3,000 postings will not be searched easily manually, but one or more of its NTs could be. On the other hand, a term with only 15 postings might suggest that the searcher also consider including the term's RTs or even its BTs in the search strategy.

> NOTE: All terms in the ERIC *Thesaurus* have actually been used in indexing (either in their present form or a close variant form). Terms showing zero postings are generally very new terms replacing earlier obsolete terms, e.g., double-m PROGRAMMERS (0 postings) was added in March 1994 to replace the earlier single-m PROGRAMERS (150+ postings). Even though ERIC provides posting transfers from old to new in such situa-
> (Continued)

Appendix E
Statistics and Forms

DATE, 1997

NAME
ADDRESS
ADDRESS
ADDRESS

Dear SALUTATION:

In response to your recent request, I have done a search of the ERIC database for materials related to TOPIC.

As you may know, the database contains abstracts of both ERIC documents and published journal articles. All citations with "ED" numbers represent ERIC documents, most of which can be read on microfiche at approximately 900 libraries worldwide. I have enclosed a list of libraries in STATE that own the collection. Most ERIC documents can also be ordered on either microfiche or paper copy from the ERIC Document Reproduction Service (EDRS). An EDRS order form is also enclosed. If you prefer, you can order documents over the phone with a credit card by calling (800) 443-ERIC. All citations with "EJ" numbers refer to journal articles which you can obtain through regular library channels. Copies of most journal articles are also available from the UMI Article Clearinghouse, at (800) 248-0360.

I have enclosed a search evaluation form; please fill it out and return it. I have also enclosed information for ERIC document contributors. Please help us keep the database current and comprehensive by submitting your work for review for inclusion in ERIC.

If you have any questions, feel free to contact me at (310) 825-3931, (800) 832-8256, or via the Internet at ericusc@ucla.edu.

Sincerely,

Elizabeth Foote
User Services Coordinator

Greetings,

In response to your request, I conducted a search of the ERIC database. Below I have appended my search strategy, citations with abstracts, and directions for accessing the full-text.

If you would like to conduct your own free ERIC database searches via t
he
Internet, please send a request for directions to askeric@ericir.syr.ed
u or
go directly to http://ericir.syr.edu.

Thank you for using ERIC! If you have any questions or would like further assistance, please do not hesitate to contact me.

Elizabeth

==

Accessing the Full-Text of ERIC Documents and Journals

Citations identified with an ED (ERIC document) number are available in ERIC microfiche collections at over 1000 locations worldwide; to identify your local ERIC Information Service Provider call (800)LET-ERIC. Documents can also be ordered through EDRS: <edrs@inet.ed.gov>, http://www.edrs.com/ or (800)443-ERIC.

Citations with an EJ (ERIC journal) number are available through the originating journal, interlibrary loan services, or article reproduction services: UMI: <orders@infostore.com>, (800)248-0360; or ISI: <tga@isinet.com>, (800)523-1850.

==

The descriptors I used were:

REFERENCE REQUEST
(ERIC Clearinghouse for Community Colleges)

Request Date ________ ________ Answer Date

Name: ____________________

Position/Title: ____________________

Office: ____________________

Institution: ____________________

Address: ____________________

Phone number(s): ____________________

Mode of Inquiry: *letter* *phone* *e-mail* *visit*

Request: ____________________

Sources Checked: ____________________

Return to Matthew Burstein, ERIC Clearinghouse for Community Colleges Colleges, UCLA.
3051 Moore Hall., Box 951521, Los Angeles, CA, 90095-1521

Information for ERIC Document Contributors

What is ERIC?

The Educational Resources Information Center is a national information system dedicated to the dissemination of educational research reports, practitioner-oriented materials, and other documentary sources of information that can be used to develop more effective educational methods and programs. First established by the U.S. Office of Education in 1966, ERIC is now administered by the Office of Educational Research and Improvement of the U.S. Department of Education.

ERIC operates through a network of 16 subject-specialized Clearinghouses, each responsible for acquiring, selecting, indexing, and abstracting materials in its area of interest. Document abstracts are published in ERIC's monthly journal, *Resources in Education* (*RIE*), which is distributed by the Government Printing Office on a subscription basis. In addition, the ERIC Clearinghouses cooperate in the production of a comprehensive index to educational journals, *Current Index to Journals in Education* (*CIJE*). *CIJE*, which indexes more than 750 journals, is a monthly publication of Oryx Press.

The ERIC database, a computer-searchable version of *RIE* and *CIJE*, is one of the most widely accessed databases, and is available on CD-ROM, from online vendors such as Dialog, and via the Internet (using either the world wide web and telnet access). Currently, the database contains nearly one million citations to documents and journal articles.

How ERIC Documents Are Disseminated

Documents processed by the Clearinghouses are made available to the educational community on microfiche (4 x 6 inch film). The majority are also available in paper copies. Specific documents may be ordered in single or multiple copies, or the complete collection of documents may be ordered on a subscription basis. Academic libraries, state education departments, and local education agencies are counted among more than 700 ERIC subscribers. Documents can be ordered through the ERIC Document Reproduction Service, 7420 Fullerton Road, Suite 110, Springfield, VA 22153-2852; telephone: (800) 443-ERIC or (703) 440-1400; fax: (703) 440-1408; email: service@edrs.com; and World Wide Web: http://edrs.com.

How to Submit Documents to the ERIC Clearinghouse for Community Colleges

Send two copies of any materials you wish to be considered for inclusion in ERIC to:

Acquisitions Coordinator
ERIC Clearinghouse for Community Colleges
University of California, Los Angeles
3051 Moore Hall
Box 951521
Los Angeles, CA 90095-1521

One of the copies must be **camera-ready**; clear, sharp photocopies or original typescripts or printouts are acceptable. Manuscripts prepared on a dot matrix printer should use double-strike or bold print. Colored paper, very small type, photographs, and foldouts present reproduction problems.

Along with each document submitted, attach a signed reproduction release form (available from the Clearinghouse). This form grants ERIC permission to reproduce your materials. There are three levels of availability in ERIC:

Level 1: Reproduction in paper, microfiche, and other archival media (electronic or optical).

Level 2: Reproduction in microfiche and other archival media (electronic or optical), but ***not*** paper. This level is suitable when printed copies of a document are for sale through another source and are likely to be in print for a substantial length of time.

Level 3: Citation only; no ERIC availability. *Note:* **Only very significant materials are accepted for the ERIC system when reproduction release is not granted.**

If printed copies of a document are available from another source, please state the source and provide the complete address and price. This information will be included in the *RIE* citation.

Document Selection Criteria

Many types of documents are suitable for ERIC, including research studies, evaluation reports, discussions of substantive current issues, conference proceedings, "how to" guides and manuals, project reports, and exemplary curriculum materials.

Documents submitted are reviewed by the professional staff of the Clearinghouse both on their own merit and in relation to existing materials in the ERIC collection. To be selected for ERIC, a document must contain new information of potential value to practitioners and researchers or must present information in a new or more useful manner. Studies are reviewed on the basis of their findings and methodology. Curriculum guides and course descriptions must include learning objectives, class activities, and outcomes measures. Descriptions of innovative programs or practices must contain enough detailed information to assist in implementation elsewhere. Documents similar to others already in ERIC, those of very local applicability, and promotional materials for the general public are generally not acceptable.

A Note on Copyright and Permission for Reproduction

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ERIC USER CONTACTS LOG

Name

Month

	LETTER	TELEPHONE	ELECTRONIC/FAX	VISITORS
ALL ELEM/SEC (Specify position)				
PROFS/RESEARCHERS (Postsecondary)				
ADMINISTRATORS (Postsecondary)				
LIBRARIANS (Postsecondary)				
STUDENTS (Postsecondary)				
FEDERAL GOV.				
STATE GOV.				
LOCAL GOV.				
FOREIGN GOV.				
PRESS				
OTHER LIBRARIANS				
OTHER PROFESSIONALS				
PARENTS				
GENERAL PUBLIC				

ERIC Digests

Newsletters

Major Products

Other Clearinghouse Products

ERIC Systemwide Materials

Placed on Mailing List

Request Referred Elsewhere

Searches Completed

ERIC®

Clearinghouse on Adult, Career,
and Vocational Education

CELEBRATING 30 YEARS
1966-1996

CENTER ON EDUCATION
AND TRAINING FOR EMPLOYMENT
COLLEGE OF EDUCATION
THE OHIO STATE UNIVERSITY

1900 Kenny R
Columbus, OH 43210-1090

Dear Colleague:

Thank you for your request for information services from the ERIC Clearinghouse on Adult, Career, and Vocational Education.

The enclosed brochures describe the scope and function of our Clearinghouse. Please use the ***No-Cost Resources*** list to order single copies of materials that might be helpful to you.

If you have questions or would like further information about the ERIC system in general or this Clearinghouse, please let me know.

Sincerely yours,

Judith O. Wagner
Associate Director
for Dissemination
wagner.6@osu.edu

Enclosures

THE OHIO STATE UNIVERSITY

Phone: (614) 292-4353 (800) 848-4815
Fax: (614) 292-1260
INTERNET: ericacve@magnus.acs.ohio-state.edu
World Wide Web: http://www.acs.ohio-state.edu/units/education/cete/ericacve/index.html

TOTAL ELECTRONIC RESPONSES	
AskERIC	
AskEECE	
800#/E-Mail Responses	
ANALYSIS OF USERS	
Elementary Secondary Teachers	
Elementary Secondary Librarians	
Elem/Sec Principals/Admins	
Elem/Secondary Students	
Elem/Sec LEA's School Boards	
Postsec Professors/Researchers	
Postsecondary Adminstrators	
Postsecondary Librarians	
Postsecondary Students	
Government Agencies-Federal	
Government Agencies-State	
Government Agencies-Local	
Government Agencies-Foreign	
Other Librarians	
Journalists/Publishers	
Other Professionals	
Parents	
General Public	
MATERIALS DISTRIBUTION	
ERIC Digests	
Newsletters	
Major Products	
Other Clearinghouse Products	
ERIC Systemwide Brochures	
MISC. STATISTICS	
Internet Resources	
Referrals to Other Organizations	
TOTAL SEARCHES	

ERIC USER SERVICES	
Form of Inquiry	
Letters	
Telephone	
Electronic	
Clearinghouse Visitors	
Total Inquiries	
PRIMARY DISTRIBUTION	
ERIC Digests	
Newsletters	
Major Products	
Other Clearinghouse Products	
ERIC Systemwide Brochures	
TOTAL PRIMARY DISTRIBUTION	
SECONDARY DISTRIBUTION	
ERIC Digests	
Newsletters	
Major Products	
Other Clearinghouse Products	
ERIC Systemwide Brochures	
TOTAL SECONDARY DISTRIBUTION	
OTHER RESPONSES	
Placed on mailing list	
Internet Resources	
Referred to other organizations	
Searches	
ANALYSIS of USERS	
Elem/Secondary Teachers	
Elem/Secondary Principals/Admins.	
Elem/Secondary Librarians	
Elem/Secondary Students	
Elem/Sec LEA's, School Boards	
Postsec Professors/Researchers	
Postsecondary Administrators	
Postsecondary Librarians	
Postsecondary Students	
Government Agencies-Federal	
Government Agencies-State	
Government Agencies - Local	
Government Agencies - Foreign	

Other Librarians	
Journalists, Publishers	
Other Professionals	
Parents	
General Public	
PACKETS	
Individual Standard Packet	
Organizational Standard Packet	
NPIN Parent Packet	
NPIN Educator Packet	
Computer Search Packet	

USER SERVICES STATISTICS: Date: August 15 to Sept 14, 1997

Form of Inquiry
LETTERS:
TELEPHONE:

ELECTRONIC: (refer to AskERIC)
Clearinghouse VISITORS:
TOTAL inquiries:

Primary Distribution
ERIC DIGESTS:
NEWSLETTERS:
MAJOR PRODUCTS:
Other CH PRODUCTS:
ERIC SYSTEMWIDE MATERIALS:
TOTAL Distribution by Clearinghouse:

Secondary Distribution
ERIC DIGESTS:
NEWSLETTERS:
MAJOR PRODUCTS:
Other CH PRODUCTS:
ERIC SYSTEMWIDE MATERIALS:
TOTAL secondary distribution:

OTHER RESPONSES
PLACED ON MAILING LIST:
REFERRED ELSEWHERE:
SEARCHES:

INTERNET RELATED:

ANALYSIS OF USERS
Elem/Sec TEACHERS:
Elem/Sec PRINCIPALS/ADMINISTRATORS:
Elem/Sec LIBRARIANS:
Elem/Sec STUDENTS:
Elem/Sec LEAs, SCHOOL BOARDS, etc.:

Postsec PROFESSORS/RESEARCHERS:
Postsec ADMINISTRATORS:
Postsec LIBRARIANS:
Postsec STUDENTS:

Government Agencies-FEDERAL:
Government Agencies-STATE:
Government Agencies-LOCAL:
Government Agencies-FOREIGN:

u:\forms\stats.frm

Other LIBRARIANS:
JOURNALISTS:
Other PROFESSIONALS:
PARENTS:
GENERAL PUBLIC:

Individual Standard Packet: PS: 4 ERIC:1 Digests: 1

Org. Standard Packet: PS: 4 ERIC:3

NPIN Packet: PS: 5 Digests: 1

Computer Search Packet: ERIC: 2

u:\forms\stats.frm

PARENTING Questions for AskERIC

(Parent-related Q's)

DATE	Total # of Question	Total # Questions from Parents	Total # of "Story Problem" Questions

Analysis of Users for Print Searches and 800 electronics not discussed in the meeting	
# of searches as described above	
ANALYSIS OF USERS	
Elementary Secondary Teachers	
Elementary Secondary Librarians	
Elem/Sec Principals/Admins	
Elem/Secondary Students	
Elem/Sec LEA's School Boards	
Postsec Professors/Researchers	
Postsecondary Adminstrators	
Postsecondary Librarians	
Postsecondary Students	
Government Agencies-Federal	
Government Agencies-State	
Government Agencies-Local	
Government Agencies-Foreign	
Other Librarians	
Journalists/Publishers	
Other Professionals	
Parents	
General Public	

360

Request for Information

Name: ____________________

Position: ____________________ CEC Member? Yes or No

Organization: ____________________

Bldg./Room: ____________________

____

Street: ____________________

City: ____________________ State: ____________________

Zip: ____________________ Country: ____________________

Phone # (______) ______ - ______ Phone # (______) ______ - ______

User:

- E/S SpEd Teacher
- E/S RgEd Teacher
  - OT/PT
  - Speech Pathologist
  - Paraprofessional
  - School Counselor
- E/S SpEd Administration
- E/S RgEd Administration
  - School Psychologist
- E/S Librarian
- E/S Student
- E/S LEA/SchBd PTA
- PS Professor
- PS Administration
- PS Librarian
- PS RgEd Student
- PS SpEd Student
- PS Other Student
- Gov Agency Federal
- Gov Agency State
- Gov Agency Local
- Gov Agency Int'l
- Other Librarian
- Journalist
- Parent
- General Public
  - Adults w/Disabilities
  - Asns. Nprof., Foun., Clghs.
- Other Professionals
  - Educational Consultant
  - Medical Health
  - Social Worker
  - Child Care Provider
  - Family Support
  - All others (not support related)

Packs:

- ADD
- BD
- EC
- Gifted
- GO
- Inclusion
- Instit. A
- Instit. B
- Internet
- LD
- Reading
- Research
- Search
- Tech

Products:

- Digest# ____________________
- ________ ____________
- Response Form
- ERIC(EC) Brochure
- "How to" (E523 & E523.1)
- ERIC Pocket Guide
- All About ERIC
- Associations List
- Fed. Pocket Guide
- Division Brochure
- Divisions-17 Reasons
- CEC History
- CEC Overview
- CEC Today
- EC Journal
- TEC Journal
- Membership Form
- Assoc. Mem. Form
- Int'l Mem. Form
- Publishers List
- ERIC Provider Page
- ERIC Ready References
- Networker
- Mark Complimentary
- Directory/DBase Update

Referred to: ____________________

____

____

____

Initials: ____________________

Date: ____/____/199___

NOTES:

☐ Quarterly Report

(OVER)

Updated: April 16, 1997

EXHIBITS/MEETINGS/MAILINGS/PRODUCTS

Your Name: ____________________

☐ Interview ☐ Conference ☐ Secondary Distribution ☐ Presentation ☐Meeting

DATE OF EVENT: ____________________

CONTACT PERSON: ____________________

ORGANIZATION/SPONSOR: ____________________

EVENT LOCATION: ____________________

OF ATTENDEES: ____________________

SENT TO: ____________________

____

____

☐ ERIC PRESENTER: ____________________

☐ ERIC ATTENDEE: ____________________

TOPIC/FOCUS/ADDITIONAL NOTES:

QUANTITY	STOCK#	PRODUCT DESCRIPTION

Completed____

Date:

USER SERVICES INFORMATION REQUEST FORM

G:\global\user\form3.wpd

Name of Requestor:

Title/Affiliation:

Address:

Telephone:

E-mail or fax:

Question:

User Services Summary for March 1997

	DATE	INQUIRY TYPE	USER TYPE	QUESTION	ANSWER
1.					
2.					
3.					
4.					
5.					
6.					
7.					
9.					
10.					
11.					
12.					
13.					
14					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25.					

1999		January	February	March	April	May	June	July	August	September	October	November	December		
Inquiries															
letter															
phone															
e-mail															
visit															
Total		0	0	0	0	0	0	0	0	0	0	0	0		
CH distrib															
digests															
newsletters															
major papers															
other ch															
eric															
total		0	0	0	0	0	0	0	0	0	0	0	0		0
Secondary distrib															
digests															
newsletters															
major papers															
other ch															
eric															
Total		0	0	0	0	0	0	0	0	0	0	0	0		0
Outreach															
attend															
present															
staff exhibit															
send material															
participants															
Other response															
rd															
referral															
search															
Elementary/secondary															
teacher															
administrator															
librarian															
student															
local agency															
Total		0	0	0	0	0	0	0	0	0	0	0	0		

Postsecondary															
prof/research															
admin															
library															
student															
Total		0	0	0	0	0	0	0	0	0	0	0	0		
Government															
federal															
state															
local															
foreign															
Total		0	0	0	0	0	0	0	0	0	0	0	0		
Other															
librarian															
journalist															
professional															
parents															
others															
Total		0	0	0	0	0	0	0	0	0	0	0	0		
Grand total		0	0	0	0	0	0	0	0	0	0	0	0		

ERIC Clearinghouse on Adult, Career, and Vocational Education

Monthly Statistical Report 1997

	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC		Totals
STAFF														
Staff hours charged to contract														
Staff hours contributed by host institution														
Total hours of effort														0
ACQUISITIONS														
Solicitations for documents														
New acquisitions arrangements														
Documents received/solicited														
Documents received /unsolicited														
Documents received/transferred in														
Total documents received														0
Documents rejected														
Documents transferred out														
Rejection rate														
DATABASE BUILDING RIE														
Documents submitted to Facility														
Documents selected/not submitted														
Backlog														
DATABASE BULDING CIJE														
Issues processed comprehensively														
Issues processed selectively														
Educationally comprehensive														
One-shots														
Articles submitted to Facility														
Articles selected/not submitted														
Backlog														
LEXICOGRAPHY														
New descriptors submitted														
Changes recommended														
Descriptors reviewed														
INQUIRIES														
Letters														
Telephone														
E-Mail														
Visitors														
Total														

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OUTREACH/TRAINING														
Attendance														
Presentations														
Staffed Exhibits														
Material														
PUBLISHING														
Newsletter Issues														
Journal Columns														
Journal Articles														
Digests														
Major Products														
Clearinghouse Products														
DISTRIBUTION BY CLEARINGHOUSE/HOST														
Digests														
Newsletters														
Major Perducts														
CH Products														
ERIC Products														
Total														0
SECONDARY DISTRIBUTION														
Digests														
Newsletters														
Major Perducts														
CH Products														
ERIC Products														
Total														0
OTHER RESPONSES														
Mailing List														
Referral														
Searches														

ANALYSIS OF USERS														
Elementary/Secondary														
Teacher	80	48												
Administrator	13	3												
Librarian	4	3												
Student	0	4												
Local Agency	34	17												
Subtotal	131	75												0
Postsecondary														
Prof/Researcher	272	149												
Administrator	22	12												
Librarian														
Student														
Subtotal														0
Government Agency														
Federal														
State														
Local														
Foreign														
Subtotal														0
Other														
Librarian														
Journalist														
Professional														
Parent														
Other														
Subtotal														0
TOTAL														0

Cumulative Goals June 15, 1996 through June 14, 1997

	JUNE				JULY				AUGUST				SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER			
CATEGORY			Cumulative				Cumulative				Cumulative				Cumulative				Cumulative				Cumulative				Cumulative	
	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual
Acquisitions				0			0	0			0	0			0	0			0	0			0	0			0	0
Selection				0			0	0			0	0			0	0			0	0			0	0			0	0
RIE Input				0			0	0			0	0			0	0			0	0			0	0			0	0
CIJE				0			0	0			0	0			0	0			0	0			0	0			0	0
Questions				0			0	0			0	0			0	0			0	0			0	0			0	0

	JANUARY				FEBRUARY				MARCH				APRIL				MAY				JUNE							
CATEGORY			Cumulative				Cumulative				Cumulative				Cumulative				Cumulative				Cumulative				Cumulative	
	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual
Acquisitions			0	0			0	0			0	0			0	0			0	0			0	0				
Selection			0	0			0	0			0	0			0	0			0	0			0	0				
RIE Input			0	0			0	0			0	0			0	0			0	0			0	0				
CIJE			0	0			0	0			0	0			0	0			0	0			0	0				
Questions			0	0			0	0			0	0			0	0			0	0			0	0				

Month: ______ 1995

Name: ______________________

SUBTOTALS

Form of Inquiries:

Letter	
Telephone	
Electronic	
Visitors	
TOTAL	

Acquisitions:

Solicitations for Documents	
New Acquisitions Arrange.	

Outreach/Training:

Meet/Conf/Wkshps	
Presentations	
Exhibits	
Distribute Mats	

Lexicography

New Descriptors Submitted	
Current changes recommended	
New or Current Descriptors/ Reviewed	

Publishing:

Journal columns	
Journal articles	
Other products	

Newsletter	
ERIC Digests	
Major Products	

Other Responses:

on mailing list	
request referred	
searches completed	

Analysis of Users:

		Letter	Tel	Electr.	Visitor
Elem/Sec Teachers					
Elem/Sec Pricipals/Admin					
Elem/Sec Librarian					
Elem/Sec Students					
Elem/Sec LEA's/Sch Boards, etc					
Post/Sec Professors/Researchers					
Post/Sec Administrators					
Post/Sec Librarians					
Post/Sec Students					
Gov't Agencies - Federal					
Gov't Agencies - State					
Gov't Agencies - Local					
Gov't Agencies - Int'l					
Other Librarians					
Journalists					
Other Professionals					
Parents					
General Public					

Distribution							
By Clearinghouse				By Secondary Distribution			
ERIC Digests				ERIC Digests			
Newsletters				Newsletters			
Major Products				Major Products			
Other CH Products				Other CH Products			
Systemwide Brochures				Systemwide Brochures			

Number of
Conferences and Participants:

User Services Tally Form

Name: ______________________________

Month: ____________________

Users:	Letter	Telephone	Electronic	Visitor
Elem/Sec Teachers				
Elem/Sec Principals/Admin				
Elem/Sec Librarians				
Elem/Sec Students				
Elem/Sec LEA's/Sch Boards, etc.				
Post Sec Profs/Researchers				
Post Sec Admin				
Post Sec Librarians				
Post Sec Students				
Gov't Agencies - Federal				
Gov't Agencies - State				
Gov't Agencies - Local				
Gov't Agencies - Int'l				
Other Librarians				
Journalists				
Other Professionals				
Parents				
General Public				
Total				

Response:	Totals
Referred	
Search Completed	
Digests	
Newsletters	
Systemwide Brochure	
Added to Mailing List	

Outreach/Training:	Totals
Meetings/Conferences/Wkshps	
Presentations	
Exhibits	
Distributed Materials	

JKP CP KM LW NS JR VL OTHER DATE______

* * *

VEHICLE OF REQUEST
____Telephone
____Visit to ERIC
____E-Mail
____Letters

TYPE OF REQUEST/RESPONSE
____Searches Completed
____Mailing list requests
____Referred elsewhere/out-of-scope

NUMBER OF PRODUCTS DISTRIBUTED
____FL Digests
____FL minibibs, brochures
____Ready-made searches
____FL newsletters
____FL publications: Major
____ERIC systemwide brochures
____K-8 Teacher Ed. Curric.

TYPE OF USER
Elementary/Secondary
____Teachers/aides/counselors
____Principals/school administrators
____Librarians
____Students
____Local ed. agency (e.g., school board)

Post-Secondary
____Profs/researchers/academic pros
____Administrators
____Librarians
____Students

Government Agencies
____Federal
____State
____Local
____Foreign

Other Users
____Other librarians
____Journalists
____Other professionals (ass'ns, corps.)
____Parents
____General public

TOTAL ELECTRONIC RESPONSES - MONTH : NOV, 96	
AskERIC	
AskEECE	
800#/E-Mail Responses	
Elem/Secondary Librarians	
Elem/Secondary Teachers	
Elem/Sec Principals/Admins.	
Elem/Secondary Students	
Elem/Sec. LEA's, School Boards	
Postsec Professors/Researchers	
Postsecondary Adminstrators	
Postsecondary Librarians	
Postsecondary Students	
Government Agencies-Federal	
Government Agencies- State	
Government Agencies - Local	
Government Agencies - Foreign	
Other Librarians	
Journalists, Publishers	
Other Professionals	
Parents	
General Public	
MATERIALS DISTRIBUTION	
ERIC Digests	
Newsletters	
Major Products	
Other Clearinghouse Products	
ERIC Systemwide Brochures	
Internet Resources	
Referrals to other organizations	
TOTAL SEARCHES.	

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No	Initials	PATRON		Elem/Second	Postsec Ref / Res	Postsec Admin	Postsec Librarian	Postsec Student	Federal Govmt	State Govmt	Local Govmt	Foreign Govmt	Other Library	Journalist	Other Prof.	Parent	Other Public		Letter	Phone Call	e-mail	Visit		SEARCH SUBJECT		date rec.	date ans

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ERIC USER CONTACTS LOG

③

Name ______________________ Month ______________________

	LETTER	TELEPHONE	ELECTRONIC/FAX	VISITORS
ALL ELEM/SEC (Specify position)				
PROFS/RESEARCHERS (Postsecondary)				
ADMINISTRATORS (Postsecondary)				
LIBRARIANS (Postsecondary)				
STUDENTS (Postsecondary)				
FEDERAL GOV.				
STATE GOV.				
LOCAL GOV.				
FOREIGN GOV.				
PRESS				
OTHER LIBRARIANS				
OTHER PROFESSIONALS				
PARENTS				
GENERAL PUBLIC				

ERIC Digests ______________________

Newsletters ______________________

Major Products ______________________

Other Clearinghouse Products ______________________

ERIC Systemwide Materials ______________________

Placed on Mailing List ______________________

Request Referred Elsewhere ______________________

Searches Completed ______________________

ERIC/CASS Search Request Log

Name:______________________________________ Date:__________

Address:_____________________________________ Time:__________

____

City:____________________ State:____________ Zip:__________

Telephone:______________________ Fax: ______________________

E-mail:____

Does caller have access to computer? No___ Yes___ PC___ MAC__ E-mail___

Word Processing Program and Version: MSWord___ WP___ Other__________

ERIC/CASS Staff Taking Call:___________________________________

……

Search Request

Grade/Age level:____

____________________________________ Date Completed:__________

Billing Information: # of citations_________ Pages_________ disks __________

Search Fee:_____ Disk:_____ Printed Copy:_____ Shipping & Handling:_______

Total:________________________ Date Paid: ______________________

ERIC/AE Search Request Form

Date ____________________ Name ____

Position ____________________________ Organization ____________________________

Address ____

City ______________________________ State __________________ Zip ___________

Phone ______________________________ Email ________________________________

TOOLS

___ERIC Search
___Test Locator
___Internet Instructions
___Internet Pointers
____
___All About ERIC
___AE Digests
___Submitting Docs
___Pubs Catalog
___WRLC DB

PROFILE

Elem/Sec (admin__teacher/counselor__student__)
Postsecondary (prof/counselor__admin__student__)
Librarian (elem/sec__postsec__other__)
Government (fed__state__local__foreign__)
Other (parent__journalist__professional__)

RESPONSE FORMAT

___Correspondence
___Electronic
___Telephone Other_______________

SEARCH:

Search Conducted by: __________

USER SERVICES INFORMATION FOR DECEMBER 1996

	DATE	INQUIRY TYPE [e-mail, letter, visit, phone]	USER TYPE [student, faculty, parent, other (specify)]	QUESTION	RESPONSE
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					

ERIC FACILITY REFERENCE REQUEST

Date Requested:____________ Date Completed______________

NAME:

ORGANIZATION:

STREET ADDRESS:

CITY, STATE, ZIP:

PHONE:

FAX:

E-MAIL:

SEND INFO BY: MAIL FAX E-MAIL

MATERIALS SENT

(check or circle)

Reproduction Release Form

Submitting Documents to ERIC

All About ERIC

Getting ERIC Online

ERIC Review

Other

Facility Brochure

CD-ROM Info Sheet & Order Form

Pocket Guide to ERIC

30th Anniversary Packet

Ready References (see back for list)

NUMBER	READY REFERENCE TITLE
1	ERIC Accession Number Ranges (by year) (Annual)
2	ERIC Publication Types (Total List of Available Types)
3	Sample Resumes (RIE and CIJE)
4	How to Use the Thesaurus of ERIC Descriptors for an Effective ERIC Search
5	ERIC Price Codes (Used with ERIC Document Citations)
6	ERIC Network Components (Addresses, Phone Numbers & Brief Scope Notes)
7	ERIC Fact Sheet (Annual)
8	Target Audience (Data Field Added in 1984)
9	ERIC Digest (What they are and how to get them)
10A	ERIC Digests - (Arranged by Title)
10B	ERIC Digests- (Arranged by Clearinghouse)
11	ERIC Microfiche Statistics (1966 to date) (Annual)
13	ERIC Search Aids (Annotated List)
14	Document Delivery (ED & EJ) How to get ERIC Documents & Journal Articles)
15	The Costs of Becoming an ERIC Information Service Provider (Three Levels)
16	What Kinds of Documents are in the ERIC Database (RIE)? (A Ranked List)
17A	Journals Currently Covered by CIJE - (Arranged by Title)
17B	Journals Currently Covered by CIJE - (Arranged by Clearinghouse)
18	Field Labels/Tags in Use by Online & CD-ROM Vendors for the ERIC Database
19	ERIC-at-Glance: ERIC System Components Graphically Displayed
20	ERIC-on-CD-ROM

Month/Year: ____________________

Name: _________________________

ERIC PROCESSING & REFERENCE FACILITY
REFERENCE & USER SERVICES STATISTICS

INQUIRIES RECEIVED						
WEEK OF:						**TOTALS**
LETTER/FAX:						
E-MAIL:						
PHONE:						
TOTALS:						

NISC Related Inquiries:						

RESPONSE TYPES						
ANSWERED IN-HOUSE:						
REFERRED TO OTHERS:						
TOTALS:						

Appendix F
Evaluation Forms

Director's Meeting
Soliciting Customer/User Feedback Presentation
ERIC Clearinghouse on Higher Education

History
The ERIC Clearinghouse on Higher Education has had a long-term commitment to obtaining feedback from users/customers. Over the years, workshop evaluation forms and feedback forms on services have been used to gather information and make decisions. This commitment has been fueled by research on the quality movement that illustrates that organizations that obtain feedback from customers are more successful. The quality movement emphasizes that all constituencies or groups having a stake in a process should be involved. The common sense assumption is that by understanding the customers' needs we can provide the best service. By contacting our users they become involved in shaping our services.

Process
We solicit feedback on all aspects of the clearinghouse's operations.

User Services
A log is kept of every person who contacts us to ask questions via phone, email, or mail. This log is reviewed on a quarterly basis for trends at the User Services Team Meeting. The trends that emerge from the logs are used to develop "frequently asked questions" for our webpage, digests, critical issues bibliographies, and publications.

Outreach
A customer reply card is attached with materials that we send to any conference, organization, seminar, or workshop. Reply cards are reviewed by the Associate Director and relevant suggestions are discussed at staff meetings. The comments from these reply cards help us to assess the quantity, quality and content of materials sent. Their responses also provide us with ideas for new types of information products.

Publications
A customer reply card is sent with every book ordered. This reply card includes questions about the product and service. Furthermore, people are encouraged to forward ideas for improving our service or topics for publication. Reply cards are reviewed by the Director, suggested changes in processes are discussed at staff meetings, and necessary changes are implemented immediately. The results of these reply cards are entered into a database and quarterly reports are run examining trends. These trend reports are shared with all staff members to make them aware of customer feedback on service.

Website
The feedback form on our website allows people to identify other information they would like to access and to let us know what information was particularly helpful. This data is reviewed at the Webteam meetings and used to update our webpage.

Database
This is one area that needs more systemwide attention. Because users may access the database in myriad ways at hundreds of sites, we have not discovered a successful way to identify and survey them. At the HE Clearinghouse, we assess the content and quality input through the attached acquisitions plan, but this does not include any user feedback. There should be a way to ask users what is the most helpful data: books vs. journals, books and journals vs. fugitive documents, titles of the most useful journals, etc.

Special Project Survey
From time to time, we develop other surveys or feedback forms to find out information critical to our work. For example, we currently have a survey on our website asking people to relay their views about the quality of the higher education literature. This survey information from the users of higher education literature will be shared with researchers and publishers in an attempt to improve the body of literature from which we select database materials. Another survey we are conducting asks whether callers to the clearinghouse would like an automated phone system. We have had mixed feedback from users in the past and we think it is critical to assess this issue to ensure that we are providing the best service possible.

Examples of the Impact of User Surveys
As a result of our customer reply cards, we realized that some expedited orders were not reaching people in a timely manner. We examined our order-filling processes and discovered we did not have a separate procedure for expedited orders. We quickly made a change to handle expedited orders separately, which immediately resulted in increased customer satisfaction.

A feedback form from our website noted it was difficult to determine which of the "other higher education resources" to use. We responded by annotating the resources and re-organizing them by categories.

A review of our user services logs revealed that we did not have enough resources available through either our website or in print for learning disabled students. We contacted HEATH (a clearinghouse for information on special needs students) for additional resources and added this information to our webpage. We are now better able to serve special needs students.

Short-term/Long-term Outcomes
The short-term outcome of assessing customer user needs is that we have been able to identify and make on-going changes to our services and products, resulting in continuous improvement. We are also assured that we are meeting the needs of different users.

One of the long-term outcomes is that we will be able to identify systemic issues within the larger ERIC structure. At the annual meeting, we will communicate the issues identified in order to initiate large scale improvement processes. Second, this data is critical to making improvements in the practice of higher education. By being better able to supply the best information to users, we improve their ability to meet their outcomes and serve their customers/users. Solicitation of feedback and improvement also facilitates the improvement of our constituencies.

Questions
1) How might we obtain data from users about the ERIC database?

2) What processes are other Clearinghouses using to solicit user feedback? What successes have you had (please share your stories with us)? What challenges have you experienced?

3) How might we embrace this process/ethic as a system?

THE ERIC CLEARINGHOUSE ON DISABILITIES AND GIFTED EDUCATION

The Council for Exceptional Children
1920 Association Drive, Reston, Virginia 22091-1589
703/264-9474 • FAX 703/264-9494

To assess our services, the ERIC Clearinghouse on Disabilities and Gifted Education (ERIC/EC) would appreciate your completing this brief questionnaire. Please take a few minutes to respond to the items below and return this questionnaire to ERIC/EC in the **postage-paid** envelope. Your responses are anonymous and will help us to improve our services.

1. Check the one category that best describes your role when contacting ERIC/EC.

☐ Parent
☐ Education professional
☐ Health care provider
☐ Nonprofit, association, foundation staff/volunteer
☐ State/local agency personnel
☐ Other

2. How did you learn about ERIC/EC? *(Check all that apply.)*

☐ Resource directory
☐ Another organization
☐ Colleague
☐ Teacher
☐ Magazine article
☐ Profess. journal
☐ Workshop
☐ Other__________

3. Why did you contact ERIC/EC? *(Check all that apply.)*

☐ Help a family member
☐ Academic research
☐ In-service presentation
☐ Set up a resource center
☐ Help a student
☐ School assign.
☐ Work assign.
☐ Other__________

4. In the past 2 years, how many times have you contacted ERIC/EC? *(Check one.)*

☐ 1 ☐ 2 ☐ 3 ☐ More than 4

5. What type of information did you request? *(Check all that apply.)*

☐ ADD/ADHD
☐ ED/BD
☐ Gifted
☐ Learning disabilities
☐ General overview
☐ Autism
☐ Early childhood
☐ Inclusion
☐ Technology
☐ Other__________

6. Were the ERIC/EC materials what you expected? *(Check one.)*

☐ They were just what I expected
☐ They were different from what I expected
☐ I didn't know what to expect

If the materials were different from what you expected, what type of materials were you expecting?

____
____
____

7. If you contacted us by phone, were our information specialists helpful? *(Check one.)*

☐ Yes ☐ Somewhat ☐ No

8. How would you rate the overall quality of ERIC/EC's services? *(Check one.)*

☐ Excellent
☐ Good
☐ Fair
☐ Poor
☐ Unsatisfactory

9. Would you contact ERIC/EC again for information?

☐ Yes ☐ No

10. Would you recommend ERIC/EC to others?

☐ Yes ☐ No

11. Are you a member of The Council for Exceptional Children (CEC)?

☐ Yes ☐ No

Please use the back of this form for any suggestions or comments on how ERIC/EC might improve its services or publications and **thank you for taking the time to respond to this survey.**

The Council for Exceptional Children operates the ERIC Clearinghouse on Disabilities and Gifted Education under a contract with the Office of Educational Research and Improvement and the Office of Special Education Programs, U.S. Department of Education.

THE ERIC CLEARINGHOUSE ON DISABILITIES AND GIFTED EDUCATION

The Council for Exceptional Children
1920 Association Drive, Reston, Virginia 20191-1589
1-800-328-0272 • TTY 703/264-9449
E-mail: ericec@cec.sped.org • Internet: http://www.cec.sped.org/ericec.htm

SEARCH EVALUATION FORM

We are evaluating our custom search service to ensure that it meets the needs of our patrons. Please help us by completing this form and returning it in the enclosed postage free envelope.

1. Was staff helpful in the ordering and customizing of your search?
   Yes_____ No_____
   Comments.

2. Was the search delivered by the date promised?
   Yes_____ No_____
   Comments.

3. Did the introductory overview help you understand and utilize your computer search?
   Yes_____ No_____
   Comments.

4. Did the custom search meet your information needs?
   Yes_____ No_____
   Comments.

5. Were the search fees reasonable?
   Yes_____ No_____
   Comments.

6. Have you used our custom search service before?
Yes_____ No_____

7. First time users, would you use our custom search service again?
Yes_____ No_____
Comments.

8. How did you hear about our custom search service?

9. Have you ever searched ERIC_____ or ECER_____ before?

10. Which databases were searched? ERIC_____ ECER_____ Both_____

Purpose of your search:
_____preparation of thesis/dissertation
_____research for class paper
_____research for publication
_____research for grant application
_____other.____________________

Your status:
_____graduate student, sped
_____graduate student, other _____
_____professor
_____researchers
_____other,________________

Thank you for your response!

ERIC is funded by the National Library of Education / *Office of Educational Research and Improvement*

~~ERIC Clearinghouse on HigherEducation~~

ERIC/HE Feedback Form

Please tell us about yourself.

Are you a:

○ student
○ professor
○ reporter
○ librarian
○ government policy maker
○ academic administrator
○ research scientist
○ educational consultant
○ instructional developer

What information at this web site is most important to you?

What additional information would you like to see at this web site?

How did you hear about ERIC Clearinghouse on Higher Education?

○ Flyer
○ ACCESS Eric Website
○ Internet
○ Catalog
○ Conference
○ Brochure
○ Other

The customer service department of the Clearinghouse is conducting an informal survey and would like to ask you a couple of questions regarding our telephone service:

Would you prefer an automated voice system that allowed you to dial an extension and be connected directly to the party you are trying to reach?

○ Automated

Do you prefer speaking with a receptionist who then directs your call to the appropriate party?

○ Receptionist

Thank you for your help.
Please visit us again soon.

Submit

Clear

Last updated: *Wednesday, 21-May-97 13:41:00*

How Did We Do?

Thank you for your order! Our goal is to continuously earn your business. Won't you please take a moment to let us know if you're satisfied with our service?

Institution Name ______________________________

____

Telephone ______________________________

E-mail ______________________________

Order Number ______________________________

(Can be found in the upper right corner of invoice or packing list)

Association Membership: ☐ ASHE ☐ AERA ☐ AIR ☐ AAHE ☐ Other ________

Was it easy to find the publication you needed?	Was it convenient to place your order?	If you needed help, was our customer service team responsive to your requests?	Was your order filled correctly?	Did you get your order when you needed it?	How would you rate the quality of the publication?	Overall, how would you rate the quality of service?
☐ YES ☐ NO	☐ YES ☐ NO	☐ YES ☐ NO	☐ YES ☐ NO	☐ YES ☐ NO	☐ 5 Excellent ☐ 4 ☐ 3 ☐ 2 ☐ 1 Poor	☐ 5 Excellent ☐ 4 ☐ 3 ☐ 2 ☐ 1 Poor

If you could improve one thing about our service, what would it be?

____

____

____

Other topics I would like to see:

____

____

Additional Comments/Suggestions:

____

____

____

____

Thank you for your time and continued support,
The Staff of the
ERIC HE
The George Washington University

CUSTSRVY.WPD9/97

Please fold this card with return address on the outside, secure with tape, and drop in the mail.

NO POSTAGE
NECESSARY IF
MAILED
IN THE
UNITED STATES

BUSINESS REPLY MAIL
FIRST CLASS PERMIT NO. 10057 WASHINGTON, DC

POSTAGE WILL BE PAID BY ADDRESSEE

THE GEORGE WASHINGTON UNIVERSITY
ASHE ERIC®
Higher Education Reports
One Dupont Circle, Suite 630
Washington, DC 20036-1183

Appendix G
Transparencies

ERIC®

Your Education Information Network

Educational Resources Information Center

Sponsored by the National Library of Education
Office of Educational Research and Improvement
U.S. Department of Education

What the ERIC Clearinghouses Do

The 16 ERIC Clearinghouses:

- Acquire and process education literature for the ERIC database.
- Answer questions and make referrals.
- Offer search strategy consultation.
- Develop free and low-cost publications.
- Provide workshops and presentations.
- Work with related organizations.

Contacting the ERIC Clearinghouses

You can reach the staff of the ERIC Clearinghouses by:

- Calling their toll-free numbers.
- Sending electronic mail.
- Mailing a letter or postcard.
- Visiting their booths at professional conferences.
- Attending their presentations or workshops.

ERIC Clearinghouse Publications

- ERIC Digests
- Bibliographies
- Books and monographs
- Newsletters
- Brochures

Call, write, or e-mail to get on their mailing lists!

How Are Documents Selected for the Database?

Clearinghouses select documents for the database based on such criteria as:

- Content quality
- Contribution to knowledge base
- Significance
- Relevance
- Timeliness
- Thoroughness and effectiveness of presentation
- Reproducibility

In recent years, approximately 50 percent of the documents submitted to ERIC were added to the database.

Information Resources

Where To Go:

- The Internet
- College and university libraries
- Research libraries
- Public libraries
- State departments of education
- Regional educational laboratories
- Teacher development centers
- Curriculum centers

What They Might Offer:

- Access to the ERIC database on CD-ROM or online
- Search service or assistance
- ERIC microfiche collection
- Additional full-text materials from ERIC
- Knowledge of where to find materials

What Is the ERIC Database?

- The world's largest and most frequently searched education database.
- Sponsored by the U.S. Department of Education's National Library of Education (NLE).
- Contains nearly 900,000 records.
- Includes abstracts of two types of materials:
    - Education journal articles
    - Documents (books, conference proceedings, etc.)
- Offers full-text ERIC Digests.

What Is in the ERIC Database?

In addition to journal articles, which make up about half the database, ERIC includes the following types of documents:

- Research reports
- Books
- Conference papers and proceedings
- Program descriptions
- Opinion papers
- Teaching guides
- Curriculum guides
- State-of-the-art reviews
- Feasibility and evaluation studies
- Tests and questionnaires
- Instructional materials
- Bibliographies
- Legislative materials
- Speeches and presentations

Where To Go To Do an ERIC Search (cont'd)

If you have a home computer and a modem, you can search ERIC for a fee by signing up with one of the following services:

▪ Knight-Ridder	1–800–334–2564
▪ OCLC	1–800–848–5878
▪ Ovid Technologies	1–800–950–2035

Where To Go To Do an ERIC Search (cont’d)

You may also search ERIC on CD-ROM or online at more than 1000 locations across the country, including:

- University and research libraries
- Public libraries
- School districts

Call 1–800–LET–ERIC or any ERIC System component for a referral to a site near you.

Access to the ERIC Database (cont'd)

Libraries and other information centers can purchase the ERIC database on CD-ROM from the following vendors:

■ EBSCO Publishers	1–800–653–2726
■ ERIC Processing and Reference Facility	1–800–799–3742
■ Kline Publishing, Inc.	1–408–720–8321
■ Knight–Ridder	1–800–334–2564
■ National Information Services Corp. (NISC)	1–410–243–0797
■ Oryx Press	1–800–279–6799
■ Silver Platter	1–800–343–0064

Composition of the ERIC Database

Resources in Education (RIE)	+	*Current Index to Journals in Education* (CIJE)	=	the ERIC database
400,000 education documents	+	500,000 journal articles	=	900,000 records
ED numbers		EJ numbers		

ERIC Reference and Referral Services

Each year, ERIC staff members respond to more than 153,000 education-related inquiries. Through ERIC, you can access information on a wide range of subjects such as:

- Adult Literacy
- Alternative Assessment
- At-Risk Youth
- Computer Technology in Education
- Safe/Drug-Free Schools
- Education Restructuring
- Higher Education Issues
- Multicultural Education
- The National Education Goals
- Reading Instruction
- Parent Involvement
- School Readiness
- Teacher Development
- School-to-Work Transition

ERIC Search Basics

- Searchable fields, including:
    - Title
    - Author
    - Publication date
    - Document type
    - Descriptors
- AND, OR, NOT (the basics of Boolean logic)
- *Thesaurus of ERIC Descriptors*
- *Identifier Authority List*

Search Strategy Development

- Establish a clear topic.
- Express what you want to find in ERIC in a short, clearly written sentence.
- Identify all concepts.
- Turn concepts into ERIC descriptors.
- Limit results.
- Refine output.

How To Submit Your Documents to ERIC

- Prepare two legible copies of your document.
- Complete a Document Reproduction Release Form. Call 1-800-799-ERIC to obtain a form.
- Submit the form to the appropriate ERIC Clearinghouse (or to the ERIC Processing and Reference Facility if you are unsure of which clearinghouse is appropriate).

AskERIC on the Internet

AskERIC is the award-winning Internet-based education information service of the ERIC System, headquartered at the ERIC Clearinghouse on Information & Technology at Syracuse University.

At the AskERIC Web site (*http://www.askeric.org*), users can:

- Access the AskERIC Q & A Service
- Browse the AskERIC Virtual Library
- Learn about AskERIC Research and Development
- Search the ERIC database, and more

AskERIC on the Internet (cont'd)

- AskERIC Virtual Library:

  The AskERIC Virtual Library is an Internet site of selected resources for education and general interest. Some of the contents include:

  - Lesson Plans (700+), including CNN Newsroom Guides
  - AskERIC InfoGuides (topical guides to Internet and ERIC resources)
  - Archives of education-related listservs, including LM_NET, K12ADMIN, and KIDSPHERE
  - Access to the ERIC database and full-text ERIC Digests

AskERIC on the Internet (cont'd)

To access the AskERIC Virtual Library:

- By Web: *http://www.askeric.org*
- By Gopher: gopher ericir.syr.edu 70
  or
  gopher.micro.umn.edu
  - Other Gopher and Information Servers/
    - North America/
    - USA/
    - General/
    - AskERIC
- Call 1–800–464–9107 for Telnet or FTP access

Locating Journal Articles Cited in ERIC

Items identified with "EJ" followed by six digits are from education journals. You can get them by:

- Checking your local public, research, or university library.
- Requesting them through interlibrary loan.
- Ordering them from a reprint service such as
  - University Microfilms International (UMI)
    1-800-248-0360
  - The UnCover Company
    1-800-787-7979
  - Institute for Scientific Information (ISI)
    1-800-523-1850

Locating Documents Cited in ERIC

Items identified with "ED" followed by six digits are documents. You can get the full text by:

- Going to a library or other site with an ERIC microfiche collection. Call 1–800–LET–ERIC for the nearest site.
- Ordering a microfiche, paper, or online electronic copy from:

  ERIC Document Reproduction Service (EDRS)
  1–800–443–ERIC or *(http://edrs.com/)*

- Ordering directly from the producer (if one is listed in the "Availability" field of the ERIC database record).

ERIC Systemwide Products

Free:

- *A Pocket Guide to ERIC*
- *All About ERIC*
- *Getting Online*
- *Parent Brochures*
- *The ERIC Review*
- *Directory of ERIC Resource Collections*

Request your copies by calling 1–800–LET–ERIC.

What the ERIC Support Components Do

ERIC Clearinghouses provide subject-specific expertise. The support components are responsible for basic operations as follows:

- ERIC Processing and Reference Facility
  1–800–799–ERIC
  - Coordinates database building and maintenance.
  - Provides machine-readable tapes of the ERIC database and ERIC Digests Online to those who want to provide ERIC to others.
  - Distributes Document Reproduction Release Forms to individuals and institutions whose materials are submitted to the ERIC database.

What the ERIC Support Components Do (cont'd)

- ERIC Document Reproduction Service
  1-800-443-ERIC
  - Offers the full text of most ERIC documents in microfiche, paper, and online electronic copy. (Fax and express mail delivery available for an additional fee.)
  - Provides ERIC microfiche collections to more than 900 institutions.
  - Produces specialized microfiche collections on such topics as multicultural education and school restructuring.

What the ERIC Support Components Do (cont'd)

- ACCESS ERIC
  1–800–LET–ERIC
  - Answers questions about ERIC and its products and services.
  - Helps you locate a place to do an ERIC database search.
  - Refers you to appropriate sources for education information.
  - Produces systemwide publications.
  - Provides ERIC information on online computer networks.

The ERIC Clearinghouses

The ERIC System sponsors clearinghouses in the following areas:

ERIC Clearinghouse	Host
Adult, Career, and Vocational Education	The Ohio State University
Assessment and Evaluation	The Catholic University of America
Community Colleges	University of California at Los Angeles
Counseling and Student Services	University of North Carolina at Greensboro

The ERIC Clearinghouses (cont'd)

ERIC Clearinghouse	Host
Disabilities and Gifted Education	The Council for Exceptional Children
Educational Management	University of Oregon
Elementary and Early Childhood Education	University of Illinois at Urbana-Champaign
Higher Education	The George Washington University
Information & Technology	Syracuse University
Languages and Linguistics	Center for Applied Linguistics

The ERIC Clearinghouses (cont'd)

ERIC Clearinghouse	Host
Reading, English, and Communication	Indiana University
Rural Education and Small Schools	Appalachia Educational Laboratory
Science, Mathematics, and Environmental Education	The Ohio State University
Social Studies/Social Science Education	Indiana University
Teaching and Teacher Education	American Association of Colleges for Teacher Education

The ERIC Clearinghouses (cont'd)

ERIC Clearinghouse	Host
Urban Education	Teachers College, Columbia University

Affiliated Clearinghouse	Affiliated With
National Clearinghouse for Educational Facilities	Educational Management

Adjunct ERIC Clearinghouses

There are 10 adjunct clearinghouses affiliated with the 16 ERIC Clearinghouses. These adjuncts aid in capturing materials for the ERIC database within their narrower scope areas.

Adjunct ERIC Clearinghouse	Affiliated With
Child Care	Elementary and Early Childhood Education
Clinical Schools	Teaching and Teacher Education
Consumer Education	Adult, Career, and Vocational Education
Entrepreneurship Education	Community Colleges

Adjunct ERIC Clearinghouses (cont'd)

Adjunct ERIC Clearinghouse	Affiliated With
ESL Literacy Education	Languages and Linguistics
International Civic Education	Social Studies/Social Science Education
Law-Related Education	Social Studies/Social Science Education
Service Learning	Social Studies/Social Science Education
Test Collection	Assessment and Evaluation
U.S.-Japan Studies	Social Studies/Social Science Education

ERICNews Listserv (cont'd)

To subscribe to the ERICNews listserv, send the command:

```
subscribe ERICNews <firstname> <lastname>
```

in the body of the message (replace <firstname> and <lastname> with your actual name, no brackets) to:

listproc@aspensys.com

For further information about ERICNews, contact either of the listowners:

Kevin Mitchell (kmitchell@aspensys.com)
Michael Heeg (mheeg@aspensys.com)

Online ERIC Document Delivery

Now you can order and receive most ERIC documents electronically from the ERIC Document Reproduction Service (EDRS). Ordering is easy:

- Visit the EDRS Web site *(http://edrs.com/)*.
- Enter your order.
- Charge your Visa, Mastercard, or EDRS Deposit Account.

That's all there is to it.

You can expect to receive your order in about three business days.

Electronic images of documents are available in Adobe Portable Document Format (PDF). For your convenience, you can link to the Adobe Acrobat Reader from the EDRS Web site.

Where To Go To Do an ERIC Search

If you have a home computer, a modem, and an Internet account, you have free public access to the ERIC database.

- Visit our home page *(http://www.aspensys.com/eric).*
- Click on the “Search the ERIC Database” link.
- Select an access point.

That’s all there is to it.

Questions? Call 1–800–LET–ERIC for assistance.

Access to ERIC Online

The ERIC systemwide home page is the electronic gateway to ERIC products and services on the Internet. The logical starting point for online users, this Web site provides links to:

- The ERIC database
- ERIC-sponsored Web and Gopher sites
  - ERIC Clearinghouses, adjuncts, and support components
  - ERIC listservs
  - Publishers of ERIC materials
- ERIC publications, including
  - *Online ERIC Publications Catalog*
  - *ERIC Calendar of Education-Related Conferences*
  - *Directory of ERIC Resource Collections*

Access to ERIC Online (cont'd)

- Frequently asked questions about ERIC
- What's new in ERIC

Users will also find a host of other systemwide resources to help them access and use information in the ERIC system. Visit the Systemwide Web site at *(http://www.aspensys.com/eric)*.

ERICNews Listserv

The ERICNews listserv is ERIC's read-only electronic mailing list. Subscribers will receive bimonthly updates on the latest ERIC systemwide initiatives, products, and services.

Postings to the ERICNews listserv include information about:

- New ERIC document delivery services
- New ERIC publications and products
- ERIC Web site enhancements and updates
- Systemwide administrative announcements

ERIC Systemwide Products

Low Cost:

- *Catalog of ERIC Clearinghouse Publications* ($12)
- *Striving for Excellence: The National Education Goals, Volume III* ($15)
- *ERIC Directory of Education-Related Information Centers* ($17)
- *ERIC Calendar of Education-Related Conferences* ($20)

Order these by calling 1–800–LET–ERIC.

AskERIC on the Internet (cont'd)

- AskERIC Q & A Service

  A free, Internet-based question-answering and education reference and referral service for anyone with an education-related question.

  To use this service, e-mail your education question to:

  askeric@askeric.org
  or
  use the online form at *(http://www.askeric.org)*.

  Within 48 hours, you will receive a response that may include the full text of ERIC Digests, a mini-search of the ERIC database, and/or referrals to resource organizations.

Become an ERIC Partner!

Organizations that work with ERIC to disseminate education information to their constituents enjoy many benefits, such as:

- VIP service, including rush handling.
- Advance notice of materials produced and distributed by ERIC.
- Free or discounted ERIC publications, products, and services.
- Opportunities for joint projects, such as workshops and conferences.

Access to the ERIC Database

You can access and review abstracts of education journal articles and documents in the ERIC database:

- Online via a computer and modem, on the Internet, and through commercial vendors.
- On CD-ROM (compact disc, read-only memory).
- In print, using *Resources in Education* and *Current Index to Journals in Education*.

National Library of Education

The National Library of Education (NLE) is the largest federally funded library devoted entirely to education and the federal government's principal center for one-stop information and referral on education.

NLE serves the education community in three areas:

- The Reference and Information Services Division responds to telephone, mail, electronic and other inquiries for education information.
- The Collection Development and Technical Services Division directs the acquisition, preparation, and assessment of all collections in all formats.
- The Resource Sharing and Cooperation Division develops and maintains a network of national education resources.

National Library of Education (cont'd)

NLE also maintains the U.S. Department of Education's Online Library. Individuals with access to the Internet can tap a rich collection of education-related information, including:

- Information about key Department of Education initiatives, such as GOALS 2000, Technology, and School-to-Work Programs.
- Full-text publications for teachers, parents, and researchers.
- Directories of effective programs, exemplary schools, information centers, and sources of assistance.
- Student financial aid information, and more.

For more information, visit the NLE Web site *(http://www.ed.gov/NLE/)* or call 1–800–424–1616.

Appendix H
Clearinghouse Manuals

ERIC/EECE User Services Manual

Revised and Updated - August, 1997

This manual is intended as an aid to help new staff learn the procedures for various aspects of user services work at ERIC/EECE. Please read through this carefully, but don't be overwhelmed -- other staff are here to help you learn the "ropes!" Always feel free to ask questions!

General Procedures for Handling Phone Calls to ERIC/EECE :

ERIC/EECE Toll-Free Phone Etiquette :

Answer the toll-free line by saying "ERIC Clearinghouse and the National Parent Information Network," then identify who you are. Yes, it's a mouthful, but it's very annoying to be on the other end and to hear a hastily spoken, hard-to-understand acronym.

800-Line Calls - What to Do in Various Situations

Information questions on the 800 line are taken by User Services staff on schedules that are arranged according to staff schedules. Staff have priority assignments for certain hours of the day; however, if the second line is ringing or if the priority staff for that hour has briefly left the office, then other staff should pitch in and answer the phone.

Acquisitions questions go to Karen: These include such questions as: Where is the document I submitted? Has it been accepted? How do I submit documents? I received a letter asking for my document on..., etc. Karen needs to know who the caller is, the organization, and if possible the document title if the call is in reference to a specific title. There is no 800 line in Karen's office, so she has to come to Room 45 or 43 and bring any needed materials with her. Dial Karen at *24 on the in-house telephone set to let her know that she has a call and to tell her the information you have elicited from the caller. Bernard is a good backup for basic questions.

NPIN (National Parent Information Network) questions go to Anne or Dianne or Amy in that order, but we will supply you with general information to take these calls if these staff members are not available. Note: ***For parent questions, try to get the basic information about the situation prior to getting Anne -- jot down detailed notes on the 800-line form. Explain to the parent that you are not the parent coordinator, but that your job is to write down the basic details of the situation, the parents contact information, and then you will see if Anne is available. You should always write down the address and phone information so that Anne doesn't have to do this. Many questions from parents about children's behavior or other parenting situations do require Anne's expertise, so if she is not available get the information as detailed above and tell the caller she will call back. Sometimes calls are for very basic information on behavior management, toileting, sleep problems, etc., and do not requires Anne's assistance (we have prepared packets of information for these topics—some are on list on pink sheet, others are in the vertical file).

Once you are satisfied that you have written down the basic elements of the situation and the parent starts to go into more detail about a difficult situation with his or her child, you should (nicely!) interrupt (say something like, "excuse me, but before you go into more detail, let me get our parenting specialist for you"), and Anne should talk to that parent. After Anne has talked to the parent, often the staff person who originally took the call will then prepare a response as directed by Anne.

Publications calls go to Laurel – "I want to write a digest for ERIC/EECE," or "I saw in a magazine that I can request an author packet from you," or about the new electronic journal, *Early Childhood Research and Practice*, should go to Laurel. Questions from editors or reviewers about publications being prepared by ERIC/EECE, or from other authors or editors about ERIC/EECE writing something for another publications, go to Laurel or Dianne, in that order.

Publication sales - Digest orders, and/or general information packets, or sales requests for publications are handled by User Services staff unless there is a special problem. Then staff should refer the call to Jim -- example: "I placed an order for --- and still haven't received it," or, "can I get a price break on a quantity order?" If Jim is not in, take a message for him. Forms for credit card orders are kept on the 800 line desks. Please be sure to fill them out completely and to submit these to Jim ASAP, especially if there is a credit card number on the form. Credit card forms should be put in Jim's mailbox.

Digests -- For Digest orders, be sure to mention that the material is available on the Internet as well as in print. We are always happy to mail out print copies of the Digests, but an increasing number of people who call are satisfied with knowing the web address for ERIC/EECE and reading the material online or perhaps printing it out from their own computer. This serves to help keep our mailing and printing costs down.

How to Cite ERIC Documents, Journal Articles, and Digests – ask Laurel to fill this piece in.

I Want to Order an ERIC document – If you have determined that the item that the caller is asking for is NOT an ERIC/EECE digest or publication but is indeed an ED, you can refer the caller to EDRS if the resume contains the cryptic statement "MF=0# or PC=0#" (microfiche or paper copy price codes). To order a document, people need to know the ED number and number of pages; most documents can be ordered in paper copy or microfiche, but some (primarily published books) cannot, and for those items an alternate availability is always listed in the resume. Items that can be ordered only on microfiche from EDRS say MF=02 and "paper copy not available from EDRS". If PC=-01 or MF=01 (MF=microfiche; PC=paper copy) are in the resume, the item can be ordered in either paper copy or microfiche. Please note that if an alternate availability is listed in the document resume, the caller may want to get the document from the non-ERIC original source, unless it's older and unlikely to still be in print. The ERIC copies prior to 1997 are blowbacks from microfiche and may not reproduce as well as the original document; also, if the document is long, the original publication may be less expensive. If a caller does not know the number of pages in a document, EDRS will supply that information, or you can look it up on CD-ROM. So the best route is to give a caller the 800 number for EDRS:1-800-443-3742.

Remember that the full texts of journal articles (citations with an EJ and the six digit identifying number – e.g. EJ343438 are not available through ERIC and must be read in the original journal, obtained through interlibrary loan, or ordered from an article clearinghouse like CARL UNCOVER, UMI, or ISI. Contact information for these article clearinghouses is posted on the bulletin board above the 800 line phones. You will find other frequently needed numbers on the bulletin board as well.

Reprint Permission calls -- I want to reprint a digest, or resource list, or flyer—occasionally, even a major publication ... All materials produced BY THE CLEARINGHOUSE (e.g., not ERIC documents) are in the public domain. You can tell callers this, and give permission to reprint, unless the request is to reprint a major publication (in that case, ask Dianne to speak to the caller). Ask the caller how many reprints they plan to make, and record this information on the 800 line form and give to Ron so statistics can be taken. If they don't know yet, ask them to let us know using the 800 number when they have decided. (The reason for this is that we can include that information in our quarterly reports.) Ask them to send a copy of the reprint to us...for example, if a digest will appear in a newsletter, ask them to send us a copy of the newsletter when it is published, for our statistics and records.

Calls for Individual Staff Members -- If the caller asks for a staff member who is not in, offer to take a message or to refer the call to someone else. Dianne is a good general resource for most things, Bernard or Ron are also knowledgeable if it's urgent.

Requests to talk to **Lilian** -- Let Lilian know, or give the caller to Jim if Lilian is not in.

Abusive or unhappy callers -- simply say, "Just a moment please, I want to connect you with the senior information specialist" and give Dianne or Ron the call. If someone is calling because he or she has not received what we were supposed to send, take the phone number and address again and offer to check on the status of the caller's request and get back to him/her (if its a major publication order then get Jim as mentioned previously). (This has happened once in the last 18 months.)

"Special" Callers: Hand-off phone calls by saying something like, "Just a moment please, I want to get a senior information specialist to handle your request." This category includes callers from a federal or state government agency, or from the list of Advisory Board members or "partner" organizations (these lists are provided in the 800 book mentioned later), should be "triaged" to Dianne or Ron. Of course, you will also want to hand-off phone calls if you cannot answer the caller's question or if you think it would take a longer institutional memory for ERIC than you have to offer a high quality response. If journalists call, it is best to check with Dianne or Ron about how to handle the call – often, connecting them with Lilian or in her absence, Dianne, is the best option.

Goal #1 and Getting Contact Information Our first goal is to make callers comfortable. We do like to know who they are, if at all possible, and what "hat" they are wearing when they ask the question, so we can do a better job of answering the query (and for statistical purposes). Often the caller will state this information or reason for calling when giving her/his name. Sometimes they don't let us know if they are teachers, administrators, or parents, however. One suggestion is to ask "Are you asking this question from a parent's (or teacher's, or administrator's) perspective?"

If a response will be needed (e.g., if you can't answer the question immediately, during the initial phone conversation), be sure to get phone number, name, postal address, and to ask if a response is preferred by email. Try to get ALL the contact information, so that if an address is written incorrectly, we can still reach the person with our response. Even if only the phone number is required to respond, it is important to get the other information: the address helps us know the time zone for responding efficiently.

For other information that is needed, check the request form for what to ask. This information includes:

a) Name and address
b) Position - it's important for statistics to determine whether the user is calling as a parent, teacher administrator, etc.
c) Phone number - can be business phone - sometimes we inadvertently write down the address incorrectly, or the postal service sends it back to us as though we did - so it's important to have the phone number even for Digest orders so we can re-call the person when this happens. Some patrons do not want to give their phone numbers -- don't insist in these situation, but repeat the address so there is less chance of an incorrect address. It is especially important to get the phone number if the person wants the information sent via E-mail so that we can call if the message bounces.
d) Always ask where the person learned about our services (Internet, magazine, friend, etc.) and write down this information.
e) Ask if the person has ever contacted us before.
f) At the bottom of the form, write down the date, your initials, check "send items" on pink sheet if appropriate, and check "do search" if appropriate.

Take detailed notes on the 800 line form!! If possible, record the question the caller is trying to find an answer to, rather than just the topic or some keywords. Use all your reference interview skills! While typically the staff person who answers the phone will be the one who prepares a response (for questions which will involve an ERIC database search), questions are sometimes done by other staff members, especially in extremely busy periods. Detailed notes will assist you or other user services staff in preparing a response, especially if a week a more has elapsed between taking the call and preparing the response. Our general goal is to try to mail out search requests within two days via electronic mail, and within two weeks if the response has to be sent through the U.S. Mail.

Phone calls which involve referring the user to another organization - the 800# Book

Certain calls we receive may be out of our scope area and better handled by another ERIC Clearinghouse. For example, if a parent calls with a question about when their young child should start learning another language, staff should refer the parent to the ERIC Clearinghouse on Languages and Linguistics; a question about a specific reading technique should go to the ERIC Clearinghouse on Reading, English, and Communication, etc.

Other calls may require a database search, etc., but we may also want to refer the patron to another organization or clearinghouse that may have additional information on the topic. Many of these organizations are listed in our 800# directory, which is by each user services telephone. For example, a person with a question about the philosophy of middle schools might benefit from having the phone number of the National Middle School Association in addition to the search (and web site listing) we will provide; a parent who has a question about twins might benefit from knowing the number for Twin Services or the National Mothers of Twins Clubs, in addition to our frequently used response on twins in the classroom, etc. Some important phone numbers are kept on the bulletin board as well.

The 800# books contain detailed information about our organization and about ERIC generally. It is important to go through this book and familiarize yourself with what is in there. It includes information about the ERIC organizational structure, getting copies of ERIC documents and journal articles, all current and past EECE publications, our electronic services (NPIN, listservs, etc.), our list of partners, and our advisory board.

Phone calls which will require a database search or will require a search for additional information for the user:

Good **reference interview strategies** are needed to get all the information needed to respond to a question. Some or all of the following questions can help:

> What age group are you concerned with?
> Public or private school or both?
> Where have you already looked for the information?
> Have you located any particular article or book that you felt was really on target?
> ERIC documents and journal articles both wanted?
> Research literature only, or good practice lit? or opinion papers, etc?

How much information do you want? 2 years' worth? a few recent citations?

As mentioned elsewhere in this manual, write down as much detailed information as possible on the gold (for regular phone line calls) or blue (800 line calls) sheet.

Immediately staple a **pink sheet** (which lists products we can send) to the blue or gold request sheet, unless it is absolutely clear what to send in response; mark off right away what you think should be sent to the caller based on the conversation. **It is important for User Services staff to be familiar with ERIC/EECE Digests and other publications!!** New staff should get a copy of each, browse through them early in your training, then read them more carefully as time allows. If a search is needed, write the topic(s) and any words the caller uses to describe it on the front page (the gold or blue sheet). If a search is needed, typically the staff member who takes the call will do it.

FYI: We do two types of searching.

(1) SAMPLE search which typical consists of 10 to 15 recent citations on a topic. These are done at no charge, and the amount we send is really more flexible than the 10-15 rule. For example, if there are 23 citations relevant to the topic or question, send them all! Sample searches are generally provided to AskERIC requesters, people who call in and want citations mailed, etc. Staff at the AskERIC service at Syracuse consider AskERIC to be an introductory service, providing some education as to preparing a search strategy, where the user can go for more information, and 10-15 ERIC citations (searching ERIC on their own through the Internet for example), etc. It should be noted, however, that there is another point of view—that AskERIC IS user services, not a separate, introductory service (this is Dianne's view!).

(2) COMPREHENSIVE searches, using one or both CD-ROM disks or going online, are fee-based. See ERIC Search Service flyer for parameters for comprehensive searches, which are occasionally PAID searches. However, it is relatively rare for us to provide a comprehensive fee-based search - most graduate students can be referred to a library near them which has a CD-ROM and librarian help or to Internet search engines. Sometimes we do comprehensive searches FREE for partners or Advisory Board members, government agency personnel, or other VIPs (see Dianne if you are unsure...). We can and do, however, consult on search strategies as needed, often by searching ourselves and sending 10-15 citations and the strategy used (although sometimes we also "talk through" search strategies with users over the phone). When we do comprehensive searches, it is more likely we would do the comprehensive search for a VIP such as a U.S. Dept of Education staff member for free.

General procedures for handling a regular phone request (i.e. not the 800 line)

Answer **regular phone** line information question (usually referred by Jim or other staff who handle receptionist duties) with "ERIC Clearinghouse and the National Parent Information Network" and your name, and add, "may I help you?" As with 800 number calls, we want to know what "hat" the caller is wearing, if possible. These statistics about the perspective from which the caller is asking the question are very useful to us, but NOT at the cost of making the caller, who may be rushed or feel it's an intrusion, uncomfortable. Basically, calls that come in directly are similar to 800 line calls in terms of what the person wants (searches, Digests, referrals to organizations).

Use blue forms for calls coming in on the regular phone line; the gold forms are for calls coming in on the 800# line. As with the 800 # calls, if a response will be needed (e.g., if you can't answer the question immediately, during the initial phone conversation), be sure to get phone number, name, postal address, and to ask if a response is preferred by email. Try to get ALL the contact information, so that if an address is written incorrectly, we can still reach the person with our response. Even if only the phone number is required to respond, try to get the other information; the address helps us know the time zone for responding efficiently. Also, we may want to do some research on these requests later on, and the complete address will be essential for that purpose.

General procedures for handling mailed-in requests

We receive two different types of mailed in requests:

The first and most frequent involves requests for Digests or Resource Lists or for basic information about ERIC/EECE. These requests may come in on our formal publications order form, or written/typed in a letter. After being checked, these are placed in the top tray on the table in Room 7 the same day they are received, and student workers fill the order and send them out as soon as possible (typically the same week unless it's a particularly heavy ordering time, such as happens the first few weeks after the semi-annual newsletter is mailed to subscribers).

The second involves requests which will require database searches and a personalized letter. These are treated in the same manner as requests for database searches on the 800 line which require a print response (i.e. the user doesn't have E-mail). We try to respond to these requests within two weeks whenever possible. The User Services Coordinator is responsible for initial processing of these requests, and passing them out to User Services staff as necessary.

General Procedure:

Office manager or person acting in this role opens the mail and staples the envelope to the request and stamps the date it is received on the request.

Requests with a check or money are given to Jim for processing and filling (a student fills the order under Jim's supervision). Jim trains the student and is responsible for checking his/her work. Jim takes statistics on the publication part of the request. If the person has also asked for Digests or free material, Jim will typically have a copy of the request form made and give it to the User Services Coordinator for processing.

Some requests containing a check or money are for publications we do not have, or for pubs identified only by an ED or EJ#. These requests are given to Ron, who will return the checks with ordering information for the items requested.

Requests that consist of publication lists with items checked off are placed in the top shelf of the tray on the table in Room 7 for filling by student workers. Ron trains the student and is responsible for his/her work. The students or Ron take statistics.

When an announcement of a product appears in the literature and multiple requests start coming in for the same item, Ron, Anne, Dianne or other User Services staff will prepare a standard response, and multiple copies will be made for distribution.

Options for Delivery of Responses

E-mail - this is almost always the best option, and staff should always ask if the person has E-mail access. The exception to this is certain questions from parents or other questions which will involve sending a large number of full text documents for which E-mail delivery becomes unwieldy (i.e. the materials aren't available electronically and/or would have to be broken up into several different E-mail messages).

U.S. mail -- (especially needed for longer searches, for items not available electronically, for ERIC system or other brochures that are less attractive electronically, or for items that the client plans to reproduce, like a Digest to be used as a handout). Many users do not have E-mail access, so this is frequently the delivery option of choice. Occasionally certain organizations will request multiple copies of Digests, publications lists, etc. Clear this with the Associate Director prior to sending via U.S. Mail, as normally we only send out one copy and then the patron makes copies as needed. But there are exceptions to this practice as well.

Phone - for short amounts of information, simple factual answers, RUSH or prompt responses, we have if absolutely necessary gone over the results of a search on the phone, if no other immediate access (fax, E-mail) is available and information is needed immediately.

Fax - This is expensive ... in general we try to avoid the fax delivery method unless absolutely necessary for the user. We do typically fax information to reporters at newspapers who are on tight deadlines if they don't have E-mail access. We may have to charge for lengthy (more than 10 page) faxes, but not if our slowness of response has resulted in our needing to fax the info (yes, this happens occasionally)! We charge $.50 a page for more than 10 pages faxed to a client, but the usual exceptions—VIPs, partners, Advisory Board members, government agencies--apply). We have a bill we send for fax charges; ask Ron to check the bill over prior to sending it. Make sure Jim gets a copy of the bill.

Overnight mail -- Our preference is for least expensive way (E-mail usually); for overnight mail, we prefer to bill the overnight mail to the client's account number, but IF NECESSARY, we will bill the client. We occasionally pay the overnight mail charge--if it's a government agency, important professional organization or VIP individual, or if our delay has caused the problem.

Search Request Priorities

AskERIC Questions which will always be responded to via E-mail should be answered within two working days of receipt. There should not be exceptions to this, although certainly there are times of the year when the two-day response goal is difficult to achieve for 100% of the AskERIC questions that we receive.

Other questions which are received through direct E-mail to ERIC/EECE, or come in on the phones but the person wants a response via E-mail, are responded to within two or three working days whenever possible.

Search requests which come in through the phones or via the mail which will require a printed response sent through the U.S. Mail will be answered within two weeks whenever possible

Requests from VIP's such as the U.S. Dept of Education staff, staff of agencies or organizations which work closely with us, etc. are answered immediately. If unsure, whether the person qualifies for VIP Rush status, check with Dianne or Ron.

Taking Statistics:

It's very important to take statistics on all the user services work you do from AskERIC or direct E-mail requests, phone calls, or the U.S. mail. There are currently 4 statistical forms in use:

1) "Total Electronic Responses" form - these are kept by the computer which is set up to send out E-mail in Room 43, and taped to User Services desks. Every time an E-mail response is sent out to a user, staff should:

    -mark whether it was AskERIC, sent directly to ERIC/EECE via E-mail, or received via phone or mail but the user wants the information sent to his or her E-mail account (place one mark only in one of the three categories)

-mark who the user was (place one mark in one of the 18 categories). Sometimes it is difficult to know from what perspective the user is asking a question, staff should take a "best guess" for these situations.

-mark the number of digests, other clearinghouse products (publications lists, resource lists, etc.) or ERIC system-wide materials (such as parenting brochures from ACCESS ERIC) were sent.

-mark whether any referrals to Internet sites were made. Place one hash mark only if this was added to your response to the question.

-mark whether you referred the user to any other organizations (provided an address and/or phone number). Place one hash mark only if this occurred in your response to the question, even if you referred to more than one organization.

-mark whether a database search was conducted. Only mark here if you searched ERIC or other database such as MEDLINE, or if you are sending database search results from a saved search available in the Q Files. Only place one hash mark per question.

-as a final step, write "ST" and the date on the question printout to indicate that statistics have been taken.

2) User Services Statistics form - these should be filled in every time a search is completed that is printed out and mailed to the patron, or every time a phone call comes which was quickly answered by referral to another organization, or simply required a fast response (e.g. what is our web address?) - no other response is sent to the user.. Do the following:

-mark whether the question came through via a letter, phone call, ERIC/EECE visitor, or via E-mail (by office manager).

- mark the number of Digests, etc which were distributed in the response in the primary distribution column.

-mark the number of copies the user says they are making under secondary distribution if appropriate.

- mark whether there was a referral to another organization, internet site, or if search was conducted as noted on the form.

- make one mark in the "analysis of users" section for one of the 19 categories.

- mark whether any packet was sent with your search

-mark on the letter, or blue phone form that statistics have been taken - write "ST" and your initials. For the 800 # gold forms, write your initials in the "Stats Taken" line.

Note: Requests that do not involve a search, but instead are just for an information packet, Digests, or Resources Lists, do not need statistics taken by User Services staff. The User Services Coordinator or student workers in Room 7 will take these statistics.

3) Parenting Questions for AskERIC form - filled out at the daily question meeting to help determine the number of questions which are from parents or which are parent-related. This form is brought to the question meeting each day.

4) Total Print Responses Analysis of Users Form: - this is taped to the vertical file drawers in Room 45. In addition to all other statistical forms, staff should mark this form every time they complete a print search or any 800 # E-mail searches which weren't discussed in the staff meeting so weren't recorded on Form #3. Simply make one mark that a question was responded to, and one mark in the analysis of users columns. Forms 3 and 4 enable us to determine the exact % of User Services questions from parents or questions which focused on parent-related topics.

How to handle an AskERIC and other electronic requests

Note: There is a System-Wide Guide to AskERIC Question Answering which provides additional details and information, below are some ERIC/EECE-specific details:

We are currently using Eudora to handle our AskERIC requests and the other electronic requests. Requests for information that have come directly to the clearinghouse are either sent directly or forwarded to the askeece@uiuc.edu or askeece2@uiuc.edu addresses.

Logging in and checking mail

We currently only use one computer terminal to check the User Services box, and keep these mailboxes open all day long. This helps to avoid Eudora crashes. Staff will need to take turns at this terminal or have the person who is using it be responsible for sending out the response to the question.

Log in as Askeric, go to windows, and choose Eudora Pro and AskERIC 2
Both boxes must be checked to see if there is any new mail. Go to file and check mail. Any new mail will be retrieved. Sort through the mail in the in-box.

Any cc's of our responses should be transferred to the mailbox for that day (So, if it is May 15, transfer to May15 box).

Any questions that have been responded to should be tranferred to the mailbox for past AskERIC questions. This is just the initial request without a response attached. (So, if it is May, transfer to paeMay). This should be done as soon as you respond to each question.

Any "thank you" we receive should be printed out and placed on the shelf box in the reference book case, and then the message should be transferred to the Thank you mail box. Thank you's that are especially distinctive should be forwarded to the AskERIC service and to Dianne at the following E-mail addresses:

ccthanks@ericir.syr.edu and rothenbe@uiuc.edu

Any undeliverable mail should be closely checked to discover the problem. Sometimes there is a phone number on the question so you can call the user to verify (use the FTS line and only make these calls for U.S. phone numbers). If you can solve the problem, re-send the message and delete the undeliverable message. If not, for AskERIC questions (we should have received a bounce back message for these already from the AskERIC system) forward the question to the following address with a brief note that it was undeliverable to:

cceece@ericir.syr.edu

Print out questions - Print the questions for the day. Get the monthly log sheet and give each question a number. The number represents how many questions we have received that month, and serves as the file name to save citations to. Note the date on the log sheet.

Decide what action to take on questions - the daily group question meeting : After questions are printed out we go over them as a group (usually including Dianne, Anne, AskERIC staff, Ron, and occasionally Lilian) to brainstorm strategies for responding. Easy questions are those that involve attaching a digest or information about a listserv, something we can simply attach and send off. Most questions require a search. In some cases, we have a search already done that can be attached. These are saved in the Q files, which are discussed in more detail below.

Usually, a custom search is needed for questions. We usually discuss the questions about 11:00 a.m. after morning break. We are especially careful with parents' questions to make a distinction between offering ADVICE (which we are not equipped to do) and offering INFORMATION (which IS our role). We can send a search or digest which summarizes what is known about a particular topic; cite and paraphrase from authorities or experts; let parents know what other parents tell us they have found useful in particular situations; and connect the questioner back to his/her community as appropriate, such as suggesting they should contact their pediatrician if a possible health issue is involved, or referring parents to state departments of education or to specific agencies or paste it into the response file. Then individualize your letter template with the requester's name, an explanation about what you found and strategies used, Internet sites (place the site address on a separate line for ease of use), and other organizations to contact (if any). Be sure to save when finished and close the file.

Log back into Eudora, go to the in-box. Open the question you are responding to and go to "message", hit "reply". First enter the correct address after To:. If it has come from AskERIC, that address will be in that line. Delete it and put the user's address there. CC to the correct parties: We always cc ourselves. We cc ourselves and AskERIC for questions that come from AskERIC. If the question is from AskERIC, go to BCC (blind cc) and type "cc" (this will put in our address and a cc mailbox they have for us at Syracuse). For non-AskERIC questions type eece in the bcc line. That enters the askeece address.

Delete the note from AskERIC that is imbedded in the question. Attach the file you have prepared offline by going to the Message menu and clicking on "attach file". Select the proper file and "double click" so that it enters the message as an attachment. Open the message to make sure it appears correctly, fix word-wrap problems at this time.

When everything is in order, send the message. Make sure it goes out successfully and that you have taken statistics.

The User Services Coordinator will go over responses of new staff before they go out and will check cc's for quality control. Any suggestions or problems will be brought to the attention of the people answering questions.

We also choose 3 responses randomly each month, delete the information about who prepared it, and brainstorm about how the response could have been improved. This is a quality control/training approach to improving our responses.

Q Files : There are approximately 25 directory files in the "Q" drive which contain a wide variety of saved information which is often useful for question answering. Some of these files are saved searches, some are collections of Internet sites, some refer to organizations, or do a combination of the above. As examples, q:\misc\twins is a file of information which relates to the issue of separating twins in school - containing full text information and referrals to organizations like Twin Services. Q:\kindart\entryage.txt is a file containing a chart from the Education Commission of the States for kindergarten entrance ages for each of the 50 states.

If you feel that you have prepared a file which will be useful in responding to future requests, please be sure to save it in one of the "Q" files (instead of in the usual Q:\askeric file) but let the User Services Coordinator know so the file may be added to the Q files directory books which are located in the AskERIC, NPIN, and Associate Director offices. You should also discuss what you saved with all staff at the daily question meeting.

organizations. We are especially careful not to offer medical or legal advice. We also try to maintain a professional perspective on the sometimes difficult and heart-rending questions parents ask, knowing that, especially in dealings with schools, health care systems, divorced parents, etc., we are only hearing ONE SIDE of a dispute or problem. Always ask questions if you have any doubt about how to handle a parent's request!

What goes in a response? **Please see the System Wide AskERIC guide as well!!!**

Usually the core of the response is an expert search of the database with 10 to 15 citations. We try to give the most recent citations. If we have a relevant, full text digest that is often the best part of a response for people. If we know of other useful organizations to contact it is good to refer people to those organizations (especially other clearinghouses which might have more information in a particular scope area). We usually refer people to listservs or other electronic resources, especially our own listservs and websites. If we have very little or no information on a topic, we might do a web search for someone. If we are not clear about what the patron wants, we usually do a short search and send it with a note asking if this is what they mean. We tend to get better feedback from people if we take this approach.

We primarily search the ERIC database, but also have access to and use MEDLINE, CINAHL, the First Search databases such as WorldCat, and others.

As of Fall of 1996, at least one referral to a useful Internet site, listserv, or electronic publication should accompany the response - highlight this resource in the introductory letter. There are templates for responding to questions - each staff should have one and during training you will create your own. Responses should be composed offline and prepared using Microsoft Word, typically saving to the file that the question is numbered as, such as: q:\askeric\oct143.txt

Saving searches - When searching Dialog, mark the documents you want to save by pushing F7 (in DOS), or clicking in the mark records box (Windows).
When you have marked all the ones you want from a particular search, save them to a file with F8 (DOS) or by going to the "File" menu and clicking on "Save Documents" You will have to give the file a name. We save our searches in the "Q:\askeric" directory. So we would save the search with a name like this: Q:\askeric\may1.txt. We always call them by q:\askeric and then use the number given to the request from our monthly log sheet. We add the .txt because that makes it possible for us to view the file on the screen when we are compiling our responses in Eudora.

If you feel you have prepared an especially useful file response - Internet sites, organizations, search, you may want to save it under one of the other "Q" file names (see Q files below)

Compiling responses - as mentioned, compose your response off-line by opening the file with the citations in Microsoft Word, then open your personal template file, copy it and

Vertical Files

There is a vertical file located in the User Services Coordinator's office which contains useful material for searches. Some of this is printed out versions of frequently asked for Q files, much of it is materials we receive from organizations or programs that might be useful for later distribution or referral. The material in the vertical file is particularly useful for print searches, as we can copy various files and include them in packets of information we send to users through the U.S. mail. The files are often useful for electronic reference work as well (e.g. getting a definition of Chapter 1 programs from the "Chapter 1" vertical file and copying a paragraph into the letter of an electronic response with attribution as to the source).

End of Month Clean up At the end of the month we have to gather the log sheets and the statistics sheets, clean out the in-box, make new mailboxes for the new month, and transfer files from q:\askeric to a new subdirectory. We have to make new log sheets and new statistics sheets. See the file in h:\endofmon.man.

Appendix J
User Services and the WWW

INTERNET TOOLS FOR HIGHER EDUCATION RESEARCH

Presentation made at the Association for the Study of Higher Education Conference
November 6-9, 1997
Albuquerque, New Mexico

This narrative is designed to be used in conjunction with the workshop structure found on the ERIC Clearinghouse on Higher Education's web site:
http://www.gwu.edu./~eriche/Other/HEIR.html

INTRODUCTION

Good morning. Welcome to **Internet Tools for Higher Education Research**. My name is Patricia Wood and I'm the database manager at the ERIC Clearinghouse on Higher Education in Washington, DC. I'm also a librarian and part of my job at the Clearinghouse is to answer questions about higher education research--how to find higher education information, specifically higher education information that is available on the Internet.

What I've assembled here is a collection of Internet sites that have been most useful to me in answering users' questions. I also consulted Dr. John Milam at George Mason University and Dr. Jacqueline King, Director of Federal Policy Analysis at the American Council on Education, to identify the Internet sites they find most useful in their research and added their recommended sites to this list. I've passed around handouts that list the sites I'm going to mention so you won't need to take extensive notes about the titles of web sites and their addresses.

I'm going to use the Clearinghouse on Higher Education's web site as the platform for this presentation. As you can see, we've devoted a portion of our site to this listing of Internet research tools and their links. I'll pull each site up as I talk about it to help give you a clearer picture of what each tool can offer you. I have time today to give you only a quick introduction to most of these sites. However, we are going to leave this workshop structure and its links up on our web page indefinitely so that you can come back and take a more leisurely tour of these sites and explore them in more depth.

INTERNET GUIDES AND TOOLS

http://apollo.gmu.edu/~jmilam/air95/concepts.html

Let's begin with Internet guides and tools. As you can see, there is no scarcity of information ABOUT the Internet ON the Internet. The total novice may want to start with those sites listed under *Introduction to the Internet* or *Tutorials/Training Materials*. Then, of course, you can progress to building your own web pages, intranets, etc.

LISTSERVS/DISCUSSION GROUPS

http://www.gwu.edu/~eriche/Other/ldg.html

CATALIST

http://www.lsoft.com/lists/listref.html
CATALIST is a searchable online catalog of listservs and discussion groups. Just type in your area of interest and Catalist responds with names of listservs related to your interest.

HEPROC

http://heproc.org/
Higher Education Processes Network, is just one example of a higher education discussion listserv/discussion group. It is comprised of 2200 educators in 40 countries and offers over a dozen forums covering specialized subjects. As you can see from this page, you may subscribe to forums, see what others have discussed in forums, or send a research question to a forum to get feedback from other participants.

KEY HIGHER EDUCATION WEB SITES

http://www.gwu.edu/~eriche/Other/khews.html

Eric Clearinghouse on Higher Education

http://www.gwu.edu/~eriche/
The ERIC Clearinghouse on Higher Education's site was mounted on the Internet in February of 1996 and has been under constant development since. We are striving to make our site one of the best gateways to higher education information and research. We have a feedback form on the page as well as e-mail links to all Clearinghouse staff members. We pay close attention to all comments we receive and welcome any feedback you'd like to provide.

Please check our *New and Noteworthy* section every month or so. We list new publications and new site developments there.

Let me point out some of our web site's features that we hope will help you in your research and in staying up-to-date on current higher education issues.

- HE Library
  http://www.gwu.edu/~eriche/Library/

In the Higher Education Library, we have a number of ERIC Digests. These digests are two-page summaries of our ASHE-ERIC Reports. Read them for new information and to see if you want to buy that particular Report in our series.

We currently have 18 critical issues bibliographies, or CRIB Sheets, on topics of interest in higher education.

ERIC-HE Reviews are a recent addition to our database. The reviews contain a short synopsis of an ERIC document, an analysis of its value, and a critical evaluation of the material. The purpose is to highlight some of the most important and highest quality higher education documents being added to the ERIC database.

We also have a growing number of Fact Sheets. Our current fact sheets give enrollment figures, graduation rates, and employment ratios of full and part-time faculty.

ERIC Trends is a new and increasingly popular addition to our site. All higher education material added to the ERIC database in 1996 was examined and analyzed to identify the major research trends in higher education and to pinpoint the major concerns in institutional practice.

The Higher Education Primer is also a new project nearing completion. This primer describes some of the sources that appear most often in the ERIC database and that you will often see listed in the results of your search. This primer is also designed to serve as an introduction to those unfamiliar with higher education literature.

- Research Initiatives
  http://www.gwu.edu/~eriche/Research/
  You may be interested in two new research initiatives being launched by our Clearinghouse. The first research initiative is Problems in Practice for Consideration by Researchers (PPCR). The ERIC Clearinghouse on Higher Education is dedicated to developing better links between researchers and practitioners. In order to facilitate this effort, we consulted the membership of some of the major higher education associations and developed a list of their research concerns and priorities. Since ERIC's role is to be the link between research and practice, our site is a natural place for such information to be housed. The section of our web site devoted to PPCR has two purposes: 1) It attempts to link practitioners' concerns to higher education scholars' research agendas; and 2) It illustrates that it is important for practitioners to let researchers know about concerns and issues. We hope that a byproduct of this effort will be making research more meaningful to practitioners.

  We are also in the midst of conducting the National Study of Higher Education Literature, a study on the quality and content of higher education literature. The overarching purpose is to determine whether a gap exists between researchers' and practitioners' ideas about what is considered useful literature in terms of content, methodology, and format. Our primary vehicles for collecting information have been focus groups at national higher education conferences. The third year of the project will include a survey. Questions will focus on assessing impressions about the quality of higher education literature, gaps in the literature, and future directions the literature may take.

- HE Program Resources
  http://www.gwu.edu/~eriche/HEProg/
  Jonathan Fife, our Clearinghouse Director, has been actively involved with the Association for the Study of Higher Education's committee on setting standards and providing guidance for graduate programs in the field of higher education. This section of the web site provides resources for faculty, graduate programs, and individuals attempting to develop or expand their graduate programs. We currently link to higher education program web pages and to a listing of the members of ASHE's Council for Advancement of Higher Education Programs. Over the next year, we will be expanding this part of our page, and adding new resources to help professionals involved in the advancement of the field of higher education.

- ASHE-ERIC Reports
  http://www.gwu.edu/~eriche/Reports/
  As most of you already know, our clearinghouse produces the ASHE-ERIC Higher Education Report Series. We describe and provide ordering information for the most recent reports in our series. We are working toward offering you the capability of ordering reports online.

- Other Higher Education Resources
  http://www.gwu.edu/~eriche/Other/
  As you can see, we're compiling a list of links to other higher education resources we find helpful. Please note that you can find the outline of this presentation under the heading *Workshops*.

- SEARCH ERIC
  http://ericir.syr.edu/plweb-cgi/fastweb?searchform=ericdb
  The ERIC database is the cornerstone of the entire 16- clearinghouse ERIC system. Many of you may know that the last nine years of the database are now searchable online on the Internet. Our SEARCH ERIC option takes you directly to the search screen. If you have trouble searching the database for higher education information, please give me a call or e-mail me (through our HE Staff option on the button bar) and I'll be happy to help you. Let me do a quick search now to introduce you to searching ERIC on the Internet. If you'd like to search ERIC more while you're at this conference, I will be at

the ERIC exhibit booth the rest of today and on Friday morning and will be happy to let you use my machine to explore the system more.

OTHER ERIC HIGHER EDUCATION-RELATED CLEARINGHOUSES

Three other higher education-related ERIC Clearinghouses may be helpful to you and are listed here.

ERIC Clearinghouse on Community Colleges
http://www.gseis.ucla.edu/ERIC/eric.html

ERIC Clearinghouse on Adult, Career, and Vocational Education
http://coe.ohio-state.edu/cete/ericacve/index.htm

ERIC Clearinghouse on Counseling and Student Services
http://www.uncg.edu/~ericcas2/

In addition to providing access to the ERIC database, each clearinghouse also offers information about its own publications and special reports.

The World Lecture Hall
http://www.utexas.edu/world/lecture/
The World Lecture Hall contains links to pages created by faculty worldwide who are using the web to deliver class materials. You will find course syllabi, assignments, lecture notes, exams, class calendars, multimedia textbooks, etc., at this site.

College & University Web Sites
http://www.collegiate.net/infoa.html
This site links to college and university home pages and allows you to search for information on admissions, majors and programs, financial aid, distance learning and more.

Internet Resources for Institutional Research
http://apollo.gmu.edu/~jmilam/air95.html
This is Professor John Milam's site and is certainly one of the most comprehensive gateways to higher education information. You may notice that this presentation points a number of times t information located on Dr. Milam's web site. His sources run the gamut, from conferences to legislation to jobs...all kinds of data sources, reference works and guides.

U.S. Dept. of Education
http://www.ed.gov/
The Department of Education is the gateway to a number of helpful sources. You can access the

National Library of Education, the Office of Postsecondary Education, and the National Center for Education Statistics (which we will talk about in more depth later). I find the site particularly helpful in locating current information about student financial aid.

Higher Education Associations
http://apollo.gmu.edu/~jmilam/air95/assoc.html
These are links to the various higher education associations should you ever need to contact them electronically or if you'd like to cruise their Internet sites to see what might be new there.

KEY HIGHER EDUCATION STATISTICAL/DATA SOURCES

http://www.gwu.edu/~eriche/Other/khess.html

POPULAR DATA SOURCES

A subscription to the *Chronicle of Higher Education* qualifies you for free access to the *Chronicle's* electronic information source - *Academe Today*. <http://chronicle.com/>. If you subscribe to *Academe Today*, you get daily or weekly e-mail digests of news and events, plus access to the *Chronicle's* almanac, data tables, and electronic versions of some documents cited in the print edition. Many tables and statistics in *Academe Today* are more detailed than they are in the print edition of the *Chronicle*. If you have a print subscription and need a password for online access to *Academe Today*, send an e-mail request to member-today@chronicle.com.

You or your staff may currently clip and save various tables and statistics from the *Chronicle* for reference. What I've listed here are links to some of the *Chronicle*'s online tables and data. Once you obtain your password, you may have direct access to this information.

College Board
http://www.collegeboard.org/
The College Board is another of what we call popular data sources. Its web site gives information about and lists statistical tables from two College Board surveys --- the *Annual Survey of Colleges, 1997-98* and *Trends in Student Aid: 1987 to 1997*. The site also allows you to view the Common Data Set questions and to join the Common Data Set Discussion Group.

SOURCES FOR POLICY MAKERS

Now we've come to statistical sources that we feel may be of special interest to higher education policy makers.

Education Commission of the States

http://www.ecs.org/

This site is helpful for its bibliography of major reports and policy papers, including the *State Postsecondary Structures Handbook: 1997*, *State Strategies to Address Diversity and Enhance Equity in Higher Education*, and others.

Grapevine

http://coe.ilstu.edu/grapevine/

Grapevine reports on total state effort for higher education, including tax appropriations for colleges, universities, community colleges, and state higher education agencies. This site has individual reports from the 50 states which include current fiscal year and previous fiscal year state tax appropriations for operating expenses of higher education. These reports are entered as they are received from the states from the period March through September of the calendar year.

National Conference of State Legislatures

http://www.ncsl.org/

This is a site primarily for state lawmakers and legislative staffers. It offers information and research on critical state issues. Through it, you can research legislative policy issues, link to sites of states legislatures, and state governments.

Southern Regional Education Board

http://www.sreb.org/

SREB allows you to search a number of education issues. The Data Library contains the *Overview of the SREB Fact Book* and the *Accountability or Performance Measures in the States*.

WICHE

http://www.wiche.edu/rapa/fbook.htm

WICHE's policy and information section links to helpful online materials such as detailed 1996-'97 tuition and fees tables for public institutions in the West.

SOURCES FOR ADMINISTRATIVE STAFF

CAUSE

http://www.cause.org/

CAUSE is an international repository for data on information resources in higher education. CAUSE conducts annual surveys to collect information from colleges and universities about the campus computing environment. If you are a member of CAUSE, you may request institution database reports to make comparisons, to identify campuses using specific applications, or to get contact names and phone numbers.

National Association of College and University Business Officers

http://www.nacubo.org/

NACUBO has a special spot for members which is currently still open to the general public. In addition to bulletins, tutorials, and online publications, it gives the survey results for NACUBO and partner associations' studies of issues affecting higher education.

National Education Association

http://www.nea.org/
The NEA devotes a portion of its web site to higher education and offers portions of the *NEA Almanac* for downloading.

DATA SETS AND OTHER STATISTICS

Fedstats

http://www.fedstats.gov/
This is the gateway to the statistics of more than 70 agencies in the U.S. Federal Government. A couple of the more popular sites are the Bureau of the Census and the Bureau of Labor Statistics.

Higher Education Research Institute

http://www.gse.ucla.edu/heri/heri.html
HERI serves as an interdisciplinary center for research, evaluation, information, policy studies, and research training in postsecondary education. I use the site to refer people to the HERI Web Clearinghouse. The Clearinghouse gives citations and abstracts for materials which use data from the Cooperative Institutional Research Program (CIRP), a national longitudinal study of the American higher education system. CIRP has been collecting data since 1966 and is the nation's largest and longest empirical study of higher education. It includes data on 1300 institutions, over 8 million students and more than 100,000 faculty.

National Center for Education Statistics

http://nces.ed.gov/
The Department of Education's National Center for Education Statistics is the nation's premiere source for education-related statistics. Check the What's New section for a wealth of information that would take hours to sample. I've listed here the three links that I use or refer callers to most often.

The Condition of Education

http://nces.ed.gov/pubs/ce/index.html
This is an annual report to Congress containing 60 indicators that shed light on the condition of education in the U.S. These indicators represent a consensus of professional thinking on the most significant national measures of the condition and progress of education to date. You may browse or search the full report or view the list of indicators by title.

Digest of Education Statistics

http://nces.ed.gov/pubs/D96/

The *Digest of Education Statistics* provides a compilation of statistical information covering the broad field of American education from kindergarten through graduate school. It includes a selection of data from many sources and draws especially on the results of surveys and activities carried out by NCES. More than 400 tables can be accessed from the subject index or the list of tables and you can download them as a Lotus file. You can also download the full report as a set of PDF files.

Data and Surveys

http://nces.ed.gov/surveys/datasurv.html

Under Data and Surveys, of particular interest are the Postsecondary Surveys and Longitudinal Surveys. NCES describes each survey and the publications that each survey has generated and allows you to construct your own reports from the data set using a data analysis system (or DAS).

There are a few helpful hints for using data sets:

1) Developing a context for the data set is critical to running statistics that are meaningful. To develop a thorough understanding of the data set and what you want to do with it, first review any readme files. It's good idea to print them and keep them on hand for reference.

2) Also make sure to obtain print copies of publications related to the specific data set, such as NELS or IPEDS, to familiarize yourself with the data set.

3) Always review the methodology reports so that you develop an understanding of the way the data set was constructed, what questions were used, etc.

4) A data dictionary is often useful to have at hand.

5) If you want to pull NCES statistics into the statistical package SPSS, you will have to get a site license through the Dept. of Education. Since this can take a long time, we recommend that you learn to use DAS Web, which we will be introducing next.

Data Analysis System (DAS) Web

http://www.pedar-das.org/

DAS is the Windows software tool that allows access to Department of Education survey data. The DAS generates tables specified by users who tag row and column variables of interest to them. There is a separate DAS for each survey data set and all have a consistent interface and command structure. This web site describes DAS Web, the DAS surveys available, how to use DAS and allows you to download the front-end application.

National Science Foundation
http://www.nsf.gov/sbe/srs/stats.htm
The National Science Foundation's Division of Science Resources Studies is the gateway to a number of statistical sites. We've already discussed Fedstats, to which you can link from here.

I'll briefly pull up the Data Briefs and Reports page <http://www.nsf.gov/sbe/srs/pubdata.htm> and the Survey Descriptions page <http://www.nsf.gov/sbe/srs/survey.htm>. There's a wealth of data here that you can view and download in various formats.

> WebCASPAR
> http://caspar.nsf.gov/cgi-bin/WebIC.exe?template=nsf/srs/webcasp/start.wi
> WebCASPAR includes data from surveys of academic institutions that can be retrieved by six different methods. It offers a guide to help you through the data selection process as well as a tutorial to help you navigate WebCASPAR. There are a number of predefined reports from which you can choose. That's what the window allows you to do. And then, through the Data Retrieval Methods link, you can create customized reports from specific data. There's a tutorial for each type of report you'd like to construct.
>
> I've chosen the institutional data retrieval method to show you the type of screen you will work on to create your data set.
>
> SESTAT
> http://caspar.nsf.gov/cgi-bin/WebIC.exe?template=nsf/srs/webcasp/start.wi
> SESTAT contains information about the employment, education and demographic characteristics of scientists and engineers in the U.S. SESTAT contains data from three NSF-sponsored demographic surveys, including 1993 survey responses from about 200,000 individuals. The Database Access link takes you to the steps required to generate a custom table from the SESTAT surveys available as public use files (listed on the first page of the web site.)

UNESCO
http://www.education.unesco.org/educprog/stat/index.html
UNESCO collects statistical data on education, science, culture and communication and has constructed one of the world's most important international databases in these fields. Some of the data are published in the UNESCO *Statistical Yearbook*; 75 of these data tables are accessible at this site. There are also a number of statistical graphs mounted on the site.

KEY HIGHER EDUCATION LITERATURE DATABASES

http://www.gwu.edu/~eriche/Other/kheld.html

There are a number of databases besides the ERIC database that you may need to use for higher education-related research. I've listed these on your handout. The ones I use most often are PsychInfo, for psychology literature, Sociological Abstracts, for sociology literature, Education Abstracts, to supplement ERIC education information, and Dissertation Abstracts, to find dissertations of interest. You may search these on the Internet via the Knight Ridder Company <http://www.krinfo.com/frames/text_home.html>, but they are fee-based services that cost both per minute and per record viewed or downloaded. As you will see from the web site, you eventually must supply a subscriber's password to gain access to the search capabilities.

These are such popular databases that many, if not most, academic libraries and some larger public libraries buy them on tape or CD-ROM and mount them on their own systems for patrons to search for free. You may be able to dial in to your library and do the searching from your computer. Remember to check to see if your library offers access to these databases before you spend money searching them online through Knight Ridder or other vendors.

Chronicle of Higher Education - Academe Today - Document Archive
http://chronicle.com/che-data/articles.dir/archive.htm
You may search up to eight years of *Chronicle* back issues.

ORDERING MATERIALS ONLINE

http://www.gwu.edu/~eriche/Other/omo.html

ERIC Document Reproduction Service
http://www.edrs.com/
You may order most non-journal materials that appear in the ERIC Database from EDRS. EDRS is currently loading the full-text of level 1 materials published in 1993 or later. Other non-journal materials are available in paper copy, microfiche, or both.

HIGHER EDUCATION PUBLISHERS

There are a number of higher education publishers whose catalogs you may search online to get pricing and other ordering information.

ONLINE BOOKSTORES

Amazon.com<http://www.amazon.com/exec/obidos/subst/home/home.html/3292-9145758-002915>, is perhaps the most popular online bookstore. The bookstore offers 2.5 million books for sale; I know from experience that ordering books this way is very easy.

Dial-A-Book Chapter One
http://www1.psi.net/chapterone/
This service makes first chapters, tables of contents, and some excerpts of books available for browsing over the Internet. Browse for free. You can order books online; your credit card will be charged, and the books will be delivered to you by snail mail.

Download Bookstore
http://www1.psi.net/DownloadBookstore/
This service makes current books in copyright available over the Internet in Adobe Acrobat Portable Document Format (PDF) for purchase and download directly to your hard disk. You can browse first chapters, tables of contents and other excerpts at no cost before you decide to buy.

JOURNAL ARTICLES and DISSERTATIONS

UMI
http://www.umi.com/
University Microfilms allows you to order dissertations and journal articles online. Only subscribers have access to the entire Dissertation Abstracts database, but others can obtain free guest access privileges that allow you to search citations and abstracts for all new titles that have been added during the past three months.

UNCOVER
http://uncweb.carl.org/
The Uncover Database contains 7 million citations from17,000 multidisciplinary journals published since 1988. Over 4,000 current citations are added daily. Uncover allows you to search for a particular journal article and order fax copies.

HIGHER EDUCATION PUBLICATIONS IN ELECTRONIC FORMAT

http://apollo.gmu.edu/~jmilam/air95/higherpu.html

You will enjoy this site for many hours as more and more organizations move toward electronic publications.

ONLINE LIBRARIES AND RESOURCES

http://www.gwu.edu/~eriche/Other/olrc.html

Library of Congress

http://www.loc.gov/

LC offers a wide variety of online databases and Internet resources. It provides an easy-to use gateway for searching other institutions' online catalogs and extensive links to resources on the Internet. You may want to see the LC Research Tools section of the home page, especially THOMAS, which provides full-text access to bills and resolutions under consideration in the current Congress and the two previous Congresses.

U.S. Government Information Sources

http://www.nttc.edu/gov_res.html

This is an index of government web pages which currently has over 950 links.

Last updated 11/19/97

Overall Strategy for User Services on the Web

Audience

Marketing
- promo items
- listservs
- put address on all printed material
- letters to major organizations and constituencies

Technical aspects
- search engine

Design
- organization by audience

Maintenance Plan

Assessment
- Feedback form
- Counter Plus -- Nielsen or Get Stats

User Services on the Web

User Services Vision

In the 1970's, ERIC-HE users were mostly researchers and graduate students. By the 1980's, as a result of greater ease of searching, practitioner use began to grow. By the mid-1990's, a broad and continuing growing group of practitioners, students, and parents began actively seeking our support. As the number of users expands and we are required to serve an even larger audience, ERIC-HE has adopted the web as a tool for proactively meeting the needs of this growing constituency. This service is accomplished through two main processes:

1) the development of *standard user products*; and,

2) *extensive referral* products/services.

Standard user products include Critical Issue Bibliographies, Fact Sheets, Digests, Frequently Asked Questions, ERIC Trends, etc. Referral services include our lists of other resources, extensive links, and portions of our frequently asked questions. Both of these processes are developed through careful tracking of user questions. Over time, as we have added more resources to our website, we have been able to handle a much larger volume of users. We are moving away from customized user services where we conduct searches for people and provide extensive personal service, to being a comprehensive, accessible, and an easy-to-use information center that allows people to customize their information retrieval needs on their own. This new direction mirrors changes in user service occurring in libraries across the nation.

We are also moving in a second new direction as we increasingly play a more activist rather than archivist role. This impacts our user services role since we are providing tools to help users evaluate information accessed. Although we see ourselves as primarily an information provider, some of our user services materials critique literature, such as our national study of higher education, our section on problems in practice for consideration in research, and our book reviews.

Standard Products

General audience components

A log is kept of every person who contacts the Clearinghouse with a question. This log is reviewed on a quarterly basis at the User Services Team Meeting to identify trends. The trends that emerge from the logs are used to develop frequently asked questions, digests, Critical Issues Bibliographies, and publications. We provide information from the ERIC database and also refer callers to our website to answer their questions. We also refer callers to appropriate print sources.

Specific audience components

Higher education program resources

The major users of our webpage are faculty members. This section of our webpage attempts to improve the work of faculty by providing resources for teaching, curriculum, and administration. We have links to all the higher education programs across the country.

Research initiatives
Both practitioners and researchers can benefit from this section of our page. We are examining whether there is a gap between research agendas and practitioners' needs. Furthermore, this section allows practitioners to share their research concerns with researchers.

Standardized Referral
In the past we encouraged people to contact us so that we could refer them to the appropriate organization, directory, publication, etc. We have changed our approach and are now making lists of organizations, directories, and publications easily accessible to users so they can obtain this information directly from our website.

With this change in approach, we are contacted only by individuals who have very specialized needs. We believe our change in philosophy has allowed us to serve a far greater number of people in a more efficient manner and on their time schedule (thus in a more user-friendly way).

Future Directions

Cumulative lists of grant programs and practice oriented projects
There are many important changes in practice that will take years to appear in the literature. This section of our webpage will attempt to fill this gap between changes in practice and discussion of these changes in publication by posting descriptions of major grant programs and contact persons. Currently, there is no one place for practitioners to search and find information about grant projects.

Cumulative links to all higher education databases on-line
There are many different datasets now loaded on the web for people to look at and some even allow users to run statistical reports. However, these valuable resources are not easy to find. This section will attempt to cumulate these resources for researchers and practitioners.

ERIC is funded by the National Library of Education / Office of Educational Research and Improvement

ERIC

Clearinghouse on Higher Education

FAQ

Where can I find information about colleges and universities and what degrees they offer?

The College Board, Peterson's and Barron's are some well-known publishers of helpful college and study guides. Your local library will have a number of these college guides for reference.

I am interested in continuing education opportunities, how do I find out about those types of programs?

For more information regarding continuing education refer to the following web sites and book reference:

- *De Lafayette, Jean M.; Wells, Marna R.; Bigler, Anne; Chen, John H. (1991)* ***Directory of United States Adult & Continuing Postsecondary Education: Adult Learning Programs & Degrees in the United States*** *Washington, DC: Elite Associates International.*
-

Does your clearinghouse award grants or financial aid or give loans to students?

The ERIC Clearinghouse on Higher Education does not award financial aid or grants, or give loans to students. However, you may want to browse the Web sites listed below for information about student grants, aid, and loans:

The Student Guide: Financial Aid from the U.S. Department of Education
U.S. Department of Education Office of Postsecondary Education
The Financial Aid Information Page
Peterson's Education & Career Center
U.S. News Online: Colleges & Careers
College Board Online - Services for Students and Parents

How can I find out which schools offer distance learning, telecommuting, or correspondence courses? How can I find out if the program is accredited?

One directory of distance learning opportunities is Peterson's ***Distance Learning 1997****. Check your local library for a copy or contact Peterson's for ordering information*

(1-800-EDU-DATA). You may also want to browse the distance education Web sites listed below:

Peterson's Distance Learning Page
Distance Learning
Information About Distance Education
ERIC Digest 168: Distance Learning, the Internet, and the World Wide Web

Taking a course from an institution accredited by one of the six U.S. regional accrediting associations' is an assurance of quality in terms of the curriculum and the instruction you will receive. Many employers will pay the tuition for an employee to complete a course that seems likely to improve job performance. Most organizations will insist, however, that an employee relying on employer-provided tuition assistance, pursue studies at an accredited college or university. Another important consideration is whether the institution is non-profit or proprietary, because credits from the latter may not be acknowledged by the former. For that matter, it is always wise to check with an academic advisor at the institution to which you intend to transfer the credits before enrolling in a course. This guide includes institutions whose distance learning programs have obtained accreditation by either a regional accrediting association or, in special circumstances, accreditation by another recognized body as noted in the institution's listing.

The following are the six nationally recognized accrediting agencies and associations:

- *Middle States Association of Colleges and Schools (MSACHE)*
- *New England Association of Schools and Colleges (NEACHE)*
- *North Central Association of Colleges and Schools (NCACHE)*
- *Northwest Association of Schools and Colleges (NWASC)*
  3700-B University Way, NE, Seattle, WA 98105; (206) 827-2005
- *Southern Association of Colleges and Schools (SACSCC)*
  1866 Southern Lane, Decatur, GA 30033-4097; (800) 248-7701
- *Western Association of Schools and Colleges (WASCSR)*

Our campus is interested in diversifying our faculty and students. What recruitment or retention starategies are successful? What resources are there on strategies for meeting these goals?

For more information, please see the following CRIB Sheets:

Retention and Recruitment of Under Represented Faculty and Students
Affirmative Action
Multiculturalism and Faculty Development
Creating a Multicultural Climate

Our campus is trying to upgrade our technology and become the campus of the 21 Century. What resources or references do you have on technological innovations?

For more information, please see the following CRIB Sheets:

Technology in Higher Education
Technology in the Classroom
Distance Education

Our campus is interested in improving undergraduate education. What resources do you have for our campus committee?

For more information, please see the following CRIB Sheets:

Collaborative Learning
Community Service
Learning

Our campus is trying to manage college costs -- our expenses are skyrocketing! What resources do you have that can help us understand how to address this pressing problem?

For more information, please see the following CRIB Sheets:

Faculty Tenure
Technology in Higher Education
College Costs

What kind of college or graduate degree do I need to work in my area of interest?

The 1996-97 Occupational Outlook Handbook provides information about employment in hundreds of occupations. The Handbook offers a detailed discussion of each occupation, including information about the nature of the work, working conditions, employment, training and other qualifications required, earnings, job outlook, related occupations, and sources of additional information.

How can I find statistics related to higher education?

We have included a page in our Library where we have listed fact sheets on common statistical questions.

The National Center for Education Statistics, along with other components of the Office of Educational Research and Improvement, has developed an information program that provides the users of education statistics with access to a wide range of data.

Statistical information is provided through the NCES publications program, the National Data Resource Center, the National Library of Education, and the Resource Sharing and Cooperation Division.

Two major statistical publications produced by NCES staff include the Digest of Education Statistics: 1996 and The Condition of Education: 1996.

To acquire statistical information or to obtain a single printed copy of the Digest of Education Statistics and The Condition of Education: 1996, contact the National Library of Education. Call 1 (800) 424-1616 for reference/statistical/research information or e-mail Library staff.

I am interested in study abroad (educational programs in other countries). Do you know about a reference for students that lists programs? Are there web resources?

There are several web sites and books which list study/work abroad programs:

Institute of International Education
The Online Study Abroad Directory
WorldWide Classroom
Peterson's Education Center: Study Abroad
Study Abroad and Foreign Study Programs
World Learning
Study Abroad Programs Directory

- *Council on International Education Exchange (1994)* ***Work, Study, Travel Abroad, 1994-1995: The Whole World Handbook, 12th ed.****New York: Saint Martin's Press, Inc. Feb.*
- *Winkler, Charley (1996)* ***The Student's Guide to the Best Study Abroad*** *New York: Pocket Books. June.*
- *Schlachter, Gail A. & Weber, R. David (1996)* ***Financial Aid for Study & Training Abroad*** *San Carlos: Reference Service Press. April.*
- *Peterson's Staff (1996)* ***Peterson's Study Abroad 1997, Summer & Year Abroad Academic Programs, 4th ed. REV*** *Princeton: Peterson's. Dec.*

Someone in my family has a disability (learning disability, physical or emotionally challenged). How can I find out about opportunities for college and what campuses services or programs are available to students with unique needs?

Look into these sources:

The HEATH Resource Center
Mobility International, The World Awaits You

- *Moss, John R.; Fielding, P. M. (1994)* ***A National Directory of Four Year Colleges, Two Year Colleges, & Post High School Training Programs for Young People with Learning Disabiltities*** *Tulsa: Partners in Publishing.*
- *Lipkin, Midge (1993)* ***The Schoolsearch Guide to Colleges with Programs or Services for Students with Learning Disabilities*** *Belmont: Schoolsearch Press; May.*
- *Lewis, Eric L. (1996)* ***Student Access Handbook for College Bound Students with***

Learning Disabilities *New York: Random House, Inc.; May.*

- *Sclafani, Annette (1996)* ***College Guide for Students with Learning Disabilities*** *Miller Place: Laurel Publications New York; Sept.*
- *Mangrum, Charles (1997)* ***Peterson's Colleges with Programs for Students with Learning Disabilities 1998*** *Princeton: Peterson's; Oct.*

About ERIC
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New and Noteworthy
HE Clearinghouse
Other HE Resources
ASHE-ERIC Report Series
Research Initiatives
HE Program Resources

GWU Home Page
ERIC-HE Home Page
U.S. Department of Education

Maintained by: *jlauven@eric-he.edu*
Last updated: *Wednesday, 27-Aug-97 17:29:13*

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ERIC
Clearinghouse on Higher Education

Feedback Form

New and Noteworthy	HE Clearinghouse	HE Library	ASHE-ERIC Report Series	Research Initiatives
FAQ	About ERIC	Search ERIC	Other HE Resources	HE Program Resources

ERIC Clearinghouse on Higher Education
The George Washington University
Graduate School of Education and Human Development
One Dupont Circle, Suite 630
Washington, DC 20036-1183
202-296-2597 or 800-773-ERIC
Fax: 202-452-1844
Email: cwright@eric-he.edu

You are visitor: 08642

GWU Home Page

U.S. Department of Education

Maintained by: *jlauver@eric-he.edu*
Last updated: *Friday, 08-Aug-97 15:35:05*

ERIC is funded by the National Library of Education / Office of Educational Research and Improvement

ERIC

Clearinghouse on Higher Education

HE Library

1. ERIC Higher Education Digests
2. CRitical Issues Bibliographies (CRIB) Sheets
3. ERIC-HE Book Reviews
4. Fact Sheets
5. 1996 ERIC Trends

ERIC Higher Education Digests

1. What is an ERIC higher education digest?
2. How can I view the higher education digests?

What is an ERIC higher education digest?

ERIC higher education digests are short reports (1,000-1,500 words) on topics of prime current interest in higher education. Each of the more than 80+ higher education digests summarizes a larger ASHE-ERIC Report by the same title.

How can I view the higher education digests?

You may view the digests alphabetically by title or subject

Title

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Subject

- Access to Education
- Accountability
- College School Cooperation
- College Students
- College Faculty

- College Outcomes Assessment
- College Administration
- College Instruction
- Curriculum Development
- Department Heads
- Educational Policy
- Educational Environment
- Educational Planning
- Educational Quality
- Faculty Development
- Financial Policy
- Government Role
- Institutional Advancement
- Institutional Research
- Institutional Evaluation
- Leadership
- Learning Theories
- Program Improvement
- Retention
- Student Development
- Teacher Improvement
- Tenure
- xxxx

CRitical Issues Bibliographies (CRIB) Sheets

1. What is a CRIB Sheet?
2. How can I view the higher education CRIB Sheets?

What is a CRIB Sheet?

A CRIB sheet is a brief selected ERIC bibliography on a topic of interest in the field of higher education.

How can I view the higher education CRIB sheets?

1. Affirmative Action
2. Asian Students
3. Assessment
4. Collaborative Learning
5. Community Service Learning
6. Creating a Multicultural Climate
7. Distance Education
8. Faculty Tenure Issues
9. General Multicultural Resources

10. Hispanic Students
11. K-16 Education
12. Learning Communities
13. Maintaining Financial Health
14. Multiculturalism: Lessons from the Field
15. Multiculturalism and the Curriculum
16. Multiculturalism and Teaching/Learning
17. Retention and Recruitment of Under represented Faculty and Students
18. Technology in Higher Education
19. Technology in the Classroom

ERIC-HE Reviews

1. What are ERIC-HE reviews?
2. What criteria were used to pick documents for review?
3. How can I view an ERIC-HE review?

What are ERIC-HE reviews?

ERIC-HE reviews contain a short synopsis of a document, an analysis of the value, and a critical evaluation. The purpose of the ERIC-HE reviews is to highlight some of the important and high quality documents being input into the ERIC database. There is a tremendous selection to choose from since we index over 60 higher education journals; books from over 50 different higher education publishers; all government and state documents; documents from almost every higher education association, consortium, and foundation; and, conference papers from all the major higher education conferences. Although books will be the main documents reviewed, other exemplary types of documents will also be highlighted.

What criteria were used to pick documents for review?

The general principle for items chosen is that they represent a sampling of high quality documents that have a particularly thorough, timely, or insightful analysis or presentation. Another goal is to purposefully sampling different types of documents input including journal articles, conference papers, books, and pamphlets.

Each article, book, or paper chosen for review must:

1. be related to a current dilemma or trend in higher education of concern to practitioners or researchers
2. be of high quality including current and important references, have a logical and coherent review or analysis, and, if it is a study, have followed methodological standards

Each article, book, or paper chosen for review would provide one or more of the following:

1. a thorough and comprehensive analysis of the topic
2. new insight into a topic
3. new information on a timely and vexing educational problem, policy, or issue
4. an introduction to an association or group that has been active in an initiative

How can I view an ERIC-HE review?

Assessment in Practice: Putting Principles to Work on College Campuses
Faculty Work and Public Trust: Restoring the Value of Teaching and Public Service in American Academic Life
Mega-Universities and Knowledge Media
Achieving Faculty Diversity: Debunking the Myths

Fact Sheets

1. What is a Fact Sheet?
2. How can I view Fact Sheets?

What is a Fact Sheet?

Fact sheets are summary tables that respond to frequently asked statistical questions that we receive. More detailed information can be obtained by clicking on the icon for the National Center of Educational Statistics.

How can I view a fact sheet?

- Graduation rates of students by gender, race/ethnicity
    Total
    Men
    Women
- Enrollment rates of students by gender, race/ethnicity
    Total
    Men
    Women
- Employment patterns by gender, race/ethnicity
- Ratio of full-time and part-time faculty
    Full-time
    Part-time
- Other

1996 ERIC Trends

1. What is a 1996 ERIC Trend?
2. What are the source documents for ERIC trends?
3. What is the methodology?
4. How can I view 1996 ERIC Trends?

How can I view 1996 ERIC Trends?

The following are the list of 1996 ERIC trends:

Administration
Curriculum
Faculty
Finance
Graduate and Professional Education
Higher Education and the Public Good
Instruction
Legal Issues
Policy and Governance
Professional Development
Program Evaluation
Students

About ERIC | Search ERIC | HE Library | FAQ | New and Noteworthy
HE Clearinghouse | Other HE Resources | ASHE-ERIC Report Series | Research Initiatives | HE Program Resources

GWU Home Page | ERIC-HE Home Page | U.S. Department of Education

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Maintained by: jlauver@eric-he.edu
Last updated: *Friday, 05-Sep-97 16:59:50*

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Adult Education

AEDNET
http://www.nova.edu/inter-Links/Education/aednet.html
listproc@pulsar.acast.nova.edu

Am Council on Ed/GED
http://ww.ACENET.edu/Programs/CALEC/GED/home.html

Directory of Literacy and Adult Education Resources
http://sagrelto.com/sagrelto/elandh/home.htm

GED/Canada
http://www.gov.nb.ca/ael/ged/english/ged.htm

OTAN
http://www.otan.dni.us

Teaching Resources Center
http://linus.walker.runet.edu/AdultEd.html

misc.education.adult

Distance Education

Comprehensive Distance Education List
http://talon.extramural.uiuc.edu/ramage/disted.html

Distance Education Resource Sites
http://miavx1.muohio.edu/~cedcwis/distance_ed_index.html

Distance Education Clearinghouse
http://www.uwex.edu/disted/home.html

Distance Education and Training Council
http://www.detc.org/

Global Network Academy
http://www.gnacademy.org:8001/uu-gna/index.html

Resources in Distance Education
http://ccism.pc.athabascau.ca/html/ccism/deresrce/de.htm

John Bear
http://www.degree.net
DEOS-L
listserv@psuvm.psu.edu

alt.education.distance

Financial Aid

Financial Aid for Older Adults
www.finaid.org/finaid/focus/adult-aid.html

Natl Assn Student Financial Aid Administrators
http://www.finaid.org/nasfaa

College Board
http://www.collegeboard.org

Financial Aid
http://www.ed.gov/prog_info/SFA
http://www.ed.gov/money.html#sfa

Literacy

National Institute for Literacy
http://novel.nifl.gov

Adult Literacy Survey
http://www.ed.gov/NCES/nadlits/index.html

NIFL Regional Hub
http://Hub1.WorldEd.org

National Center for the Study of Adult Learning and Literacy
http://hugse.harvard.edu/~ncsall

National Center on Adult Literacy
http://listserver.literacy.upenn.edu/

Miscellaneous

Bureau of labor Statistics
http://stats.bls.gov.gov:80/

Learning-Org
majordomo@world.std.com

OSHA
http://www.osha.gov/

Peterson's Guides
http://www.petersons.com

USDE
http://www.ed.gov

NCES
http://www.ed.gov/NCES

US Census Bureau
http://www.census.gov/

Correctional Education Association
http://sunsite.unc.edu/icea/

Occupational Information

Occupational Outlook Handbook
http://stats.bls.gov/ocohome.htm

Resources

Carl Uncover
http://uncweb.carl.org/

OSU Databases
http://www.lib.ohio-state.edu/Elec_Services/Ref_Resrch_Dbase.html

AskERIC
http://www.askeric.org

http://www.liszt.com/select/Education_Education

School-to-Work

FL School-to-Work Information Navigator
http://www.flstate.fsu.edu

OH STW Resources
http://www.ohio-stw.com/web.htm

School-to-Work Learning and Information Center
http://www.stw.ed.gov
stw-lc@ed.gov

School-to-Work Network
Majordomo@confer.edc.org
subscribe stwnet firstname lastname

ERIC Review
http://www.aspensys.com/eric/ter/stw

School to Careers
http://www.school-to-careers.com

Special ED

ADFDA
www.add.org

ADD Links
www.concentric.net/~skiplac/addlink2.html

National CHSE for Professions in Special Ed
http://www.cec.sped.org/ncpse.htm

HEATH
http://www.acenet.edu/Programs/HEATH/home.html

Training

National Workforce Assistance Collaborative
http://www.ed.psu.edu/nwac/index.html
nwac-l@psuvm.psu.edu

American Society for Training and Development
http://www.astd.org

Training and Development
http://www.tcm.com/trdev

Training andTechnology Resource Center
http://www.ttrc.doleta.gov

HRD-L
listserv@mizzou1.missouri.edu

Vocational Education

National Business Education Association
http://nbea.org/nbea.html
nbea-l@akronvm.bitnet

National Center for Research in Vocational Education
http://ncrve.berkeley
vocnet@cmsa.berkeley.edu

Professional Secretaries International
http://www.gvi.net/psi/

NYS Department of Workforce Preparation and Continuing Education
http://www.nysed.gov/workforce/work.html

Vocational Education Resources
http://pegasus.cc.ucf.edu/~sorg/vocation.html

Skill Standards
http://steps.atsi.edu

K-12 Vocational Sites
http://ncrve.berkeley.edu/k12.htm

South Dakota
http://sel.tec.sd.us/sdve/vocedsd.htm

SCANS/ADVANCE
http://www.advedspec.com

OVAE
http://www.ed.gov/offices/OVAE

Skillsnet
http://www.skillsnet.org

MAVCC
http://www.mavcc.org

Appendix K
Websites and Listservs

ERIC® Clearinghouse

Adult Career Vocational Education

ERIC® Clearinghouse

Adult Career Vocational Education

Celebrating 30 Years of Information for Education's Needs!

General Information

Staff Directory

Publications

- ERIC/ACVE Digests
- Trends and Issues Alerts
- Myths and Realities
- Practice Application Briefs

Submitting Documents to ERIC

- Reproduction Release Form

Pointers to other web sites

ERIC

- AskERIC (http://ericir.syr.edu)

  U.S. Department of Education (http://www.ed.gov/)

    - Office of Vocational and Adult Education (OVAE) (http://www.ed.gov/offices/OVAE/)

- ○ National Center for Education Statistics (NCES) (http://www.ed.gov/NCES/)

Vocational Education

- ○ Skillsnet (http://www.skillsnet.org)
- ○ National Center for Research in Vocational Education (http://ncrve.berkeley.edu)
- ○ Vocational Education Resources (http://pegasus.cc.ucf.edu/~sorg/vocation.html)
- ○ School-to-Work Learning and Information Center (http://www.stw.ed.gov)
- ○ Skill Standards (http://steps.atsi.edu)

Adult/Distance Education

- ○ Adult and Continuing Education (http://www.nova.edu/Inter-Links/education/aednet.html)
- ○ Distance Education Clearinghouse (http://www.uwex.edu/disted/home.html)
- ○ Distance Education and Training Council (http://www.enews.com/clusters/detc)
- ○ Internet Directory of Literacy and Adult Education Resources (http://www.sagrelto.com/sagrelto/elandh/home.htm)
- ○ Outreach and Technical Assistance Network (OTAN) (http://www.otan.dni.us)

Adult Literacy

- ○ National Institute for Literacy (http://novel.nifl.gov)
- ○ National Adult Literacy Survey(http://www.ed.gov/NCES/nadlits/index.html)
- ○ Ohio Literacy Resource Center(http://archon.educ.kent.edu/Oasis/)

Employment and Training

- ○ American Society for Trade and Development (http://www.astd.org/)
- ○ New York State Education Department, Office of Workforce Preparation and Continuing Education (www.nysed.gov/workforce/work.html)

U.S. Department of Labor

- ○ Training and Technology Resource Center (http://www.ttrc.doleta.gov)

ERIC Clearinghouse on Adult, Career, and Vocational Education
Center on Education and Training for Employment

College of Education
The Ohio State University
1900 Kenny Road
Columbus OH 43210-1090
800/848-4815, ext 4-7886; 614/292-4353, ext. 4-7686; FAX: 614/292-1260
ericacve@postbox.acs.ohio-state.edu

URL: http://coe.ohio-state.edu/cete/ericacve/

Education Return to the Ohio State University College of Education

ERIC Clearinghouse on Assessment and Evaluation

Educational Resources Information Center

ERIC/AE is moving Please change your bookmark to http://ericae.net

Search ERIC | Test Locator | Assessment FAQ's | Search & Explore | Full-text Library

The ERIC® Clearinghouse on Assessment and Evaluation seeks to provide 1) balanced information concerning educational assessment and 2) resources to encourage responsible test use.

Assessment, Evaluation, Statistics, & Educational Research

Test Locator
Assessment & Evaluation on the Internet
Search and explore all assessment & eval sites
ERIC & the American Educational Research Association
K12ASSESS-L Listserv

ERIC/AE On-Line Assessment Library
Recent ERIC/AE briefing papers (Digests)
How-to series
"Voluntary" National Tests
Assessment and Testing in newspapers and magazines UPDATED

Educational Resources Information Center (ERIC®)

Track papers submitted to ERIC/AE
Search ERIC (*RIE & CIJE*)
ERIC System Home page
ERIC/AE Staff (& pictures)
ERIC/AE Education Partners Program

Directory of ERIC Resource Collections
ERIC/AE Web page usage statistics
Submitting documents to ERIC and our Reproduction Release Form

BEST COPY AVAILABLE

Key numbers:

- ACCESS ERIC-- (800) 538-3742 (800 LET-ERIC), (301) 251-5157 -General number for ERIC resources and questions

- ERIC Document Reproduction Service -- (800) 443-3742, (703) 440-1400 -To obtain hard copy and microfiche
- University Microfilm Inc (http://www.umi.com) --(800) 248-0360, (415)433-5500 or CARL (http://uncweb.carl.org/) - (800) 787-7979 - To obtain copies of journal articles

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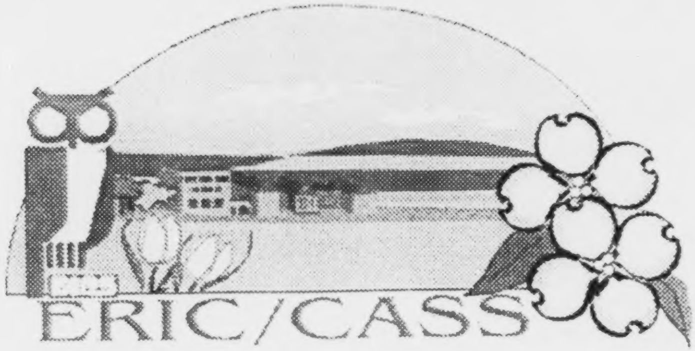
ERIC^{E} Clearinghouse on Assessment and Evaluation
O'Boyle Hall, Department of Education
The Catholic University of America
Washington, DC 20064
(800) 464-3742 (800) Go 4 ERIC
Fax (202) 319-6692

ERIC
CELEBRATING 30 YEARS

Celebrating 30 years of service to education.
ERIC^{E} is a project of the U.S. Department of Education.

Art by T. Westover
HTML by L. Rudner

11/16/96



Educational Resources Information Center Clearinghouse on Counseling and Student Services

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
SCHOOL OF EDUCATION

201 Ferguson Building UNCG Greensboro, NC 27412
(800) 414-9769 (910) 334-4114 FAX:(910) 334-4116

The Who, What, Where, and Why of ERIC/CASS

Digest Collections

Order ERIC/CASS Publications Online

Assessment '98 Conference
Upcoming Conferences to Note

ERIC/CASS's Virtual Libraries. Comprehensive full text collections of resources on SIX high priority educational topics.

- University of North Carolina at Greensboro Homepage
- Welcome to ERIC
- Join our listserves!!!

Last modified September 8, 1997
ericcas2@hamlet.uncg.edu

You are visitor 13737

The Council for Exceptional Children

CEC

ERIC *Clearinghouse on Disabilities and Gifted Education*

- About ERIC EC
- About the ERIC Information System
- Searching the Databases
- Submitting Documents to ERIC
- The ERIC/OSEP Special Project
- Research Connections NEW!
- "Learning to Read, Reading to Learn"
- Digests, Fact Sheets, Minibibs
- Frequently Asked Questions (FAQs)
- Links to Other Information Sources
- Listservs
- AskERIC Question-Answering Service
- National Parent Information Network
- Upcoming Conferences to Note

Back to CEC Home Page

The ERIC Clearinghouse on Disabilities and Gifted Education (ERIC EC) is part of the National Library of Education (NLE), Office of Educational Research and Improvement (OERI), U.S. Department of Education. It is operated by The Council for Exceptional Children (CEC). ERIC EC provides information on the education of individuals with disabilities as well as those who are gifted. We also provide access to information from a variety of sources outside our clearinghouse, the ERIC System, and the U.S. Department of Education. Our inclusion of information is not an endorsement of viewpoints, reports, products, or services.

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ERIC
Clearinghouse on Educational Management
University of Oregon
Eugene, Oregon

What's ERIC ?

What's the Educational Resources Information Center? Discover ERIC's components and resources, and find out how to submit your document for addition to the ERIC database.

Publications

A wealth of information related to educational management can be found in ERIC/CEM publications. Topic areas include school leadership, school restructuring, school finance, school organization, administrator training, and school improvement. We will announce New and Forthcoming Publications and provide updates on special projects. Publications ordering information is also included.

ERIC Digests

Text of the thirty-four most recently published ERIC/CEM Digests can be viewed. Topics include facilitative leadership, outcome-based education, multiage education, and shared decision-making.

Links

Here you'll find Links to Other Educational Resources on the Internet, including other OERI agencies and organizations represented on our National Advisory Board.

Search

You may search the ERIC database online through our links to free public access points. You may also search our in-process file of new document and article resumes.

ERIC Clearinghouse on Educational Management
5207 University of Oregon, Eugene, OR 97403-5207
1-800-438-8841 Fax: (541) 346-2334

This page has been accessed 0006041 times since July 1, 1997

Webmasters Last Update: October 28, 1997

ERIC®

Clearinghouse on Elementary and Early Childhood Education

University of Illinois
at Urbana-Champaign

ERIC System and ERIC/EECE | NPIN | Publications | AskERIC | LISTSERVs | Research
Special Topics: Reggio ~ Project Approach ~ Families, Technology, and Education
Internet Links: ERIC/EECE Sites ~ ERIC System Sites ~ Other Education Sites
Search the ERIC database | Web Awards | *Search ERIC/EECE*

- **About the ERIC System and ERIC/EECE**
  A national information system supported by the U.S. Department of Education

- **National Parent Information Network**
  A collection of resources for parents

- **ERIC/EECE Publications**
  Books, Digests, Resource Lists, the ERIC/EECE Newsletter, the MAGnet Newsletter, and ReadySearches

- **Special Topics**
  The Reggio Emilia Approach is an approach to early childhood education developed in the preschools of Reggio Emilia, Italy.
  The Project Approach is an instructional approach that can be used in early childhood, elementary, and middle level education.
  The Families, Technology, and Education Conference (Oct-Nov 1997) will investigate ways technologies affect family life and the education of children.

- **Research Priorities in Early Childhood Education**

- **AskERIC and Parents AskERIC**
  Internet-based question-answering services sponsored by the ERIC system.

- **LISTSERV Discussion Groups sponsored by ERIC/EECE**
  Discussion groups on topics related to early childhood, elementary, and middle level education.

- **Search the ERIC Database**
  A list of publicly available Internet sites for searching the ERIC database (as well as ERIC Digests, AskERIC Lesson Plans, and ERIC abstracts of AERA publications). The list is maintained by the ERIC Clearinghouse on Assessment and Evaluation.

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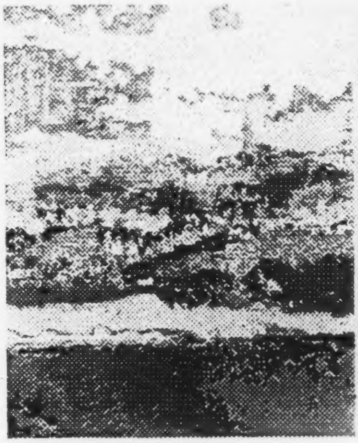
- **Search the ERIC/EECE Web site**
- **Internet Links**
  - World Wide Web Sites sponsored or maintained by ERIC/EECE
  - Internet sites in the ERIC System
  - Other Educational Resources
- **ERIC/EECE Web Site Awards**

November 5, 1997.
Artwork by Andrea Shields.
Please send any comments about this site to ERIC/EECE Webmaster.
If you have comments about a particular page on the site, please indicate the URL or the title of the page.

There have been 128882 accesses to this page since January 30, 1996



NPIN

National Parent Information Network

ERIC Clearinghouse on Elementary and Early Childhood Education
Clearinghouse on Urban Education

|About NPIN | What's New | Parent News | ERIC/UE | AskERIC | PARENTING-L |
| Resources: for Parents ~ Working with Parents ~ PARENTING Calendar | ERIC ~ Internet
NPIN Awards | *Search NPIN*

Important notices:

Announcing the Families, Technology, and Education Conference

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- About the National Parent Information Network
- What's New on NPIN (updated monthly)
- Search NPIN
- Parent News (updated monthly)
- Urban/Minority Families (ERIC Clearinghouse on Urban Education)
- Parents AskERIC (question answering service)
- PARENTING Discussion List
- Resources for Parents (including full text resources)
- Resources for Those Who Work with Parents
- PARENTING Calendar (of conferences and other events)
- ERIC Information and Materials
- Internet Resources for Parents and Those Who Work with Parents
- NPIN Awards

ERIC Clearinghouse on Elementary and Early Childhood Education
University of Illinois at Urbana-Champaign
Children's Research Center
51 Gerty Drive
Champaign, IL 61820-7469
(217) 333-1386; (800) 583-4135 fax (217) 333-3767
E-mail ericeece@uiuc.edu

September 22, 1997
Artwork by Andrea Shields
Send comments to NPIN Webmaster
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There have been 249 accesses since January 30, 1996

ERIC is funded by the National Library of Education *Office of Educational Research and Improvement*

ERIC
Clearinghouse on Higher Education

Please help us make our site better by answering our question of the month

New and Noteworthy
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HE Library
ASHE-ERIC Report Series
Research Initiatives
FAQ
About ERIC
Search ERIC
Other HE Resources
HE Program Resources

New and Noteworthy | HE Clearinghouse | HE Library | ASHE-ERIC Report Series | Research Initiatives
FAQ | About ERIC | Search ERIC | Other HE Resources | HE Program Resources

Feedback Form

ERIC Clearinghouse on Higher Education
The George Washington University
Graduate School of Education and Human Development
One Dupont Circle, Suite 630
Washington, DC 20036-1183
202-296-2597 or 800-773-ERIC
Fax: 202-452-1844
Email: cwright@eric-he.edu

You are visitor: 16667

GWU Home Page

U.S. Department of Education

TOP 5% OF ALL WEB SITES

Maintained by: [illegible]
Last updated: *Monday, 03-Nov-97 15:35:05*

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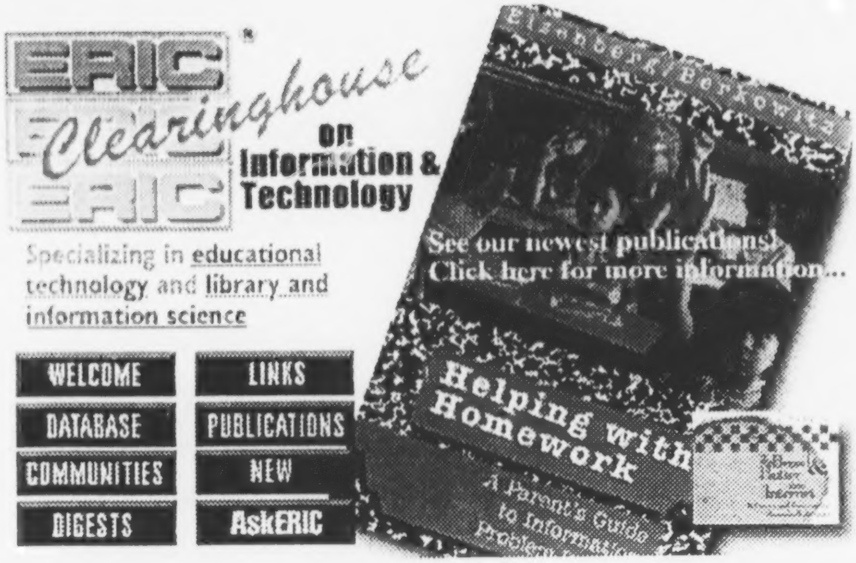
ERIC®
Clearinghouse
on
Information &
Technology
Specializing in educational technology and library and information science
WELCOME
LINKS
DATABASE
PUBLICATIONS
COMMUNITIES
NEW
DIGESTS
AskERIC
Eisenberg / Berkowitz
See our newest publications!
Click here for more information...
Helping with Homework
A Parent's Guide to Information Problem-Solving

Welcome | Links | Database | Publications | Communities | New | Digests | AskERIC | Educational Technology | Library and Information Science

Click here to preview what's on this site.

Click here for text only version of Preview.

Send comments or questions to eric@ericir.syr.edu

Be sure to see our Parent Brochure:
"Why, How, and When Should My Child Learn a Second Language?"

- About EricCLL
- EricCLL Digests
- EricCLL Minibibs
- EricCLL Newsletters
- EricCLL Publications
- EricCLL Computer Searches
- Links to other ERIC Components & Clearinghouses
- AskEric
- E-mail (eric@cal.org)

The 1997 ACTFL (American Council on the Teaching of Foreign Languages) Conference is almost here! Over 3,500 foreign language professionals from across the country and around the world attend ACTFL each year. ACTFL has set up a user-friendly calendar on its Web site. Other important news and notes from ACTFL can be found at the site as well.

Come visit our exhibit table in the Foreign Language Information Center (Table N) to learn how to search the ERIC database, obtain ERIC/CLL materials, and get more information about us. User Services Coordinator Craig Packard will give a presentation entitled **ERIC--All You Have to Do is Ask** on Sunday, November 23 at 9:15 a.m in Room Cumberland C.

11/14/1997

The ERIC Clearinghouse on Languages and Linguistics is operated by the Center for Applied Linguistics and funded by the U.S. Department of Education, Office of Educational Research and Improvement, National Library of Education.

ERIC

Effective Strategies to Enhance Education for All Learners

Clearinghouse on Reading, English, and Communication

Welcome to the ERIC Clearinghouse on Reading, English, and Communication (ERIC/REC). Our site is dedicated to providing educational materials, services, and coursework to everyone interested in the language arts.

FREE question-and-answer service for educators, researchers, librarians, parents, and students.

We also offer FREE exemplary lesson plans extracted from publications in our Bookstore. Also available FREE is the chapter "Using 'Real Books' in Your Program," from *Teach a Child to Read with Children's Books*.

Learn about and subscribe to the listserv READPRO, providing a forum via which reading educators may discuss issues confronting the profession.

Explore, too, our links to many other educational sites which we think useful, including other ERIC Clearinghouses.

And now available from our colleagues at ACCESS ERIC are a number of informative Parent Brochures.

INTERACTIVE ERIC ONLINE

Up-to-date Bibliographies (many with links to websites), and Current Research Summaries (Digests). Search the ERIC database yourself, or submit your educational questions to the AskERIC question and answer service.

DISTANCE EDUCATION

The Indiana University School of Education Distance Education Program provides beginning and experienced educators with accredited correspondence and online coursework in Language Arts Education subjects. These courses can be used towards recertification or towards a graduate-level degree.

FAMILY LEARNING

Check out our Resources for Parents and family-oriented stories and articles from Parents and Children Together Online. See information on our Senior Partners pen pal program, matching adult letter writers with junior partners throughout the United States.

The BookStore

Our Clearinghouse Bookstore, containing a wide assortment of publications on Using the Internet in the Classroom, Writing, Values, Critical Thinking, Family Learning, and the full range of Language Arts Education. Free lesson plans from many of our books. An alphabetically arranged list of our publications.

TEACHERS ADMINISTRATORS EDUCATORS

Parent involvement materials for educators and administrators. Professional development workshops for teachers: Parents Sharing Books; Show Parents How to help Their Children Learn at Home; Writing across the Curriculum; Critical Thinking; Exploring Values through Literature and Inquiry

VIDEOS! VIDEOS! VIDEOS!

Videos currently available include Make a Difference: Talk about Books, Parents as Tutors: Helping with Homework, Parents Sharing Books, and the Writing to Learn series.

ERIC who?

Based on the world's largest educational database, ERIC, the Educational Resources Information Center, represents a primary source of educational information and materials for teachers, parents, and students. Learn more about our Clearinghouse and the system of which it is just one component.

Play our welcome audio message. | Play our welcome video message. | Send us an E-mail.

ERIC/REC is pleased to have received the following web site awards:

MAGELLAN 4 STAR SITE | NetGuide 4 STARS | 5 Star Luckman Award

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Meet the Staff
System Administrator: Stephen Stroup
Web Graphics: David Smith
Web Developer: Michael Shermis

ERIC/REC

Indiana University
Smith Research Center, Suite 150
Bloomington, IN 47408-2698
(800) 759-4723; (812) 855-5847
FAX (812) 855-4220

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Last Updated 6/16/97

ERIC

Clearinghouse on Rural Education and Small Schools

[illegible]

Check out these, too:

NEW

1. *Hot Items...*

2. *Search ERIC...*

3. *The rest of the story...*

Part of the National Library of Education, **the ERIC system** helps everyone find *information about education and schooling.* Among all 16 ERIC clearinghouses, **the staff of this one,** in particular, are especially well suited to help you find resources about...

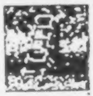
American Indians & Alaska Natives

Mexican Americans

Migrant Education

Outdoor Education

Rural Education



Small Schools

- Return to AEL Home Page

National Library of Education

Welcome to the Virtual Home of ERIC/CSMEE

This World Wide Web Server is operated by the staff of ERIC/CSMEE. We call ourselves CSMEE for short (pronounced "kizz-me"). Our hope is to provide resources of interest to anyone interested in science, mathematics, and environmental education, in school or out of school.

ERIC/CSMEE is located on the campus of The Ohio State University and is one of the original ERIC Clearinghouses founded in 1966. For more information about us, see:

- The ERIC/CSMEE Mission
- Meet the Clearinghouse Team

If you have any questions or comments regarding this web server, please feel free to write, E-Mail or call ERIC/CSMEE.

ERIC/CSMEE
1929 Kenny Road
Columbus, OH 43210-1080
800-276-0462 or 614-292-6717 (voice)
614-292-0263 (fax)
ericse@osu.edu (e-mail)

The ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS)

● Who We Are	● Adjunct ERIC/ChESS Clearinghouses	● ERIC/ChESS Publications	● Contact ERIC/ChESS
● Search the ERIC Database	● Other Social Studies Internet Sources	● Instructional Express	● The ERIC System
● Directory of Social Studies Organizations	● Future Expansion	● Future Expansion	● Site Map
● **What's new on this site as of August 21, 1997: ERIC/ChESS catalog, ERIC/ChESS Digests, resources on the U.S. constitution and labor history, and more ...**			

Please send comments, questions, and suggestions to Laura A. Pinhey, webmaster
Last updated August 21, 1997

Disclaimer

This site contains links to other Internet sites. ERIC, the ERIC Clearinghouse for Social Studies/Social Science Education, the Social Studies Development Center of Indiana University, and Indiana University do not necessarily endorse the content of these other sites or the beliefs of any organizations contributing to them.

ERIC Clearinghouse on Teaching and Teacher Education

Program of the National Library of Education, U.S. Department of Education
Hosted by the American Association of Colleges for Teacher Education

- About the Clearinghouse

- Educational Picks for November NEW!

  Healthfind
  New Teacher Page
  Teacher Referral Website

- Becoming a Teacher

  Teaching in Elementary/Secondary Schools, InfoCard #9
  Finding a Teaching Position, InfoCard #6
  Choosing a Teacher Education College/University, InfoCard #5
  Financial Aid for Teacher Education Students, InfoCard #3
  Financial Aid Hot List NEW
  Specialized Interests in Teaching, InfoCard #4
  International Teaching Opportunities, InfoCard #1
  Alternative Routes to Teacher Certification, InfoCard #2

- Internet Resources for Teachers

  Lesson Plans
  Teaching with Technology
  Other Education Internet Resources
  Academic Employment Network
  National Board for Professional Teaching Standards
  Overseas Placement Service for Educators
  National Center for Research on Teacher Learning

  Teacher Organizations
  American Federation of Teachers
  National Education Association

- **Health, Physical Education, Recreation, and Dance Division**
- **Clinical Schools Clearinghouse (Professional Development Schools)**
- **Clearinghouse Publications**

  Free and Low Cost Educational Materials
  Publications List
  Digests

- **Related Resources**

  ERIC System -- with access to all ERIC Clearinghouses and other components
  AskERIC Virtual Library
  Search the ERIC Database
  Be an ERIC Author
  U.S. Department of Education
  National Library of Education
  AACTE

- **Educational Picks from Former Months**

May 1996	June 1996	July 1996	August 1996	September 1996
October 1996	November 1996	December 1996	January 1997	February 1997
March 1997	April 1997	May 1997	June 1997	July 1997
August 1997	September 1997	October 1997	November 1997	

- **Contact the Clearinghouse**

Return to the TOP of this page

Last updated November 24, 1997.

[HPERD | Clinical Schools Clearinghouse | Digests | Publications | AACTE | Contact ERIC]

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ERIC
Clearinghouse on
Urban Education

Urban Education Web

Welcome to UEweb, dedicated to urban students, their families, and the educators who serve them.

Recommended: NCJW Parents As School Partners Project

This web is best viewed using Netscape 2.0 or higher. If you do not have this browser, you can download Netscape by clicking on the link. To enter the different sections of UEweb, click on the icons in the table or read the description of each section below and click on its link.

To find information on a specific topic quickly, click on SEARCH UEweb.

Sections of UEweb

About UEweb	Urban/Minority Families	What's New	Publications
HBCU Home Page	Major Subject Areas	Links	ERIC Databases

Please fill out the COMMENT FORM before you leave UEweb.

- About UEweb: Who we are, what we do, how you can contact us and what you will find at our web site.
- Urban/Minority Families: Part of the National Parent Information Network, co-sponsored by the ERIC Clearinghouses on Elementary and Early Childhood Education and on Urban Education.
- What's New: Latest publications and bibliographies added to UEweb.
- Publications: Includes links to full-text versions of Clearinghouse publications on UEweb and ordering information for all products.

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- HBCU: Highlights internet-based resources and cultural, historical, and educational materials from Historically Black Colleges and Universities (HBCUs).
- Major Subject Areas: Sections on equity and cultural diversity, urban teachers, curriculum and instruction, compensatory education, and administration and finance. Information about school reform, school safety, and technology in urban education. Features digests, short bibliographies, parent guides, key abstracts (short summaries), and other publications.
- Links: Includes an extensive list of links to other urban education resources on the World Wide Web.
- ERIC Databases: Links to search the entire ERIC database and the database of all ERIC digests online.

UEweb has been named to the "Top 5% of All Web Sites" by Point Communications Corp

UEweb has been rated as "A+" in content and "A" overall by Education World

ERIC Clearinghouse on Urban Education
Institute for Urban and Minority Education
Box 40 Teachers College, Columbia University
New York, NY 10027

Last updated: 11/21/97
lry2@columbia.edu

National Child Care Information Center

An Adjunct ERIC Clearinghouse for Child Care

U.S. Department of Health and Human Services
Administration for Children and Families
Administration on Children, Youth, and Families
Child Care Bureau

The Child Care Bureau was established in the Administration for Children and Families, Department of Health and Human Services, in January 1995, to administer federal child care programs to states, territories, and tribes for low-income children and families. The Bureau has initiated a variety of activities to improve the quality, availability, and affordability of child care across the country. Among those activities is the sponsorship of the National Child Care Information Center.

Information about the National Child Care Information Center (NCCIC)

The NCCIC's *Child Care Bulletin*

Child Care Research NEW

Publications

Leadership Forums

Organizations serving child care and related professions

What's new with national organizations?

Conference Calendar

Tribal Resources

Links to information on welfare reform

State Profiles

White House Initiatives NEW

Funding Resources and Opportunities

Finding Child Care

Health and Safety in Child Care NEW

Brain Development in Infants and Toddlers: Information for Parents and Caregivers NEW

Information about the AmeriCorps Early Childhood Technical Assistance Center

Information about the Child Care Technical Assistance Project

Contact information for NCCIC staff

Links to Child Care Resources on the internet.

Search the NCCIC Web site

November 4, 1997
Send comments about site content or questions about child care to NCCIC Staff
También hay servicios de una especialista quien habla español, y quién encontrar recursos españoles
Send technical questions to NCCIC Webmaster
If you have comments about a particular page on the site, please indicate the URL or the title of the page

---

There have been 222024 accesses to this home page since January 30, 1996

LookSmart editor's choice The NCCIC Web site has received the LookSmart Editor's Choice award

CLINICAL SCHOOLS CLEARINGHOUSE

- What is the Clinical Schools Clearinghouse?
- Professional Development Schools at a Glance
- Professional Development Schools Database
- Internet Resources on Professional Development Schools
- Sample Partnership Agreements - New Agreement
- Full-Text ERIC Digests
- Announcements NEW
- Services, Activites, and Products

Last updated September 24, 1997

Return to our home page.

Return to the TOP of this page.

[About | Hot Items | What's New | Information | Publications | ERIC | Members | Annual Meeting | Contact]

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National Institute for Consumer Education

Eastern Michigan University
207 Rackham Building
Ypsilanti MI 48197

NICE

- Position Announcement
- Facts About NICE
- Calendar of Events
- Consumer Fact Sheets
- Basics of Investing: Teaching Guide
- Mini-Lessons
- Resource Lists
- Publications - Full Text
- Legislation - Personal Finance
- Links to Other Sites

Eastern Michigan University Home Page

College of Education Home Page

Phone 313-487-2292, **Fax** 313-487-7153
NICE@online.emich.edu

Director *Rosella Bannister*
Rosella.Bannister@emich.edu

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Graduate Assistant *Rajasekhar Kadiyala*
Consultant *John P.Knapp*
Consultant *Mary Raquepau*

Your comments and suggestions about the NICE HomePage are important to us. Please e-mail to Rajasekhar.Kadiyala@emich.edu

The page's Web-Counter says that you are visitor number 22403 since 11/19/1996.

Last updated10/30/1997

The NICE home page address is: http://www.emich.edu/public/coe/nice

Go to Frames Version

CELCEE

Center For Entrepreneurial Leadership
Clearinghouse On Entrepreneurship Education

(ERIC Adjunct)

Click here to view our awards.

General information on CELCEE
An ERIC adjunct, we are the Center for Entrepreneurial Leadership (CEL) Clearinghouse on Entrepreneurship Education. Our abstracts direct people to sources of entrepreneurial materials.

Search the CELCEE Database
The database contains abstracts of materials on entrepreneurship education at all levels. Also included is a directory of upcoming events and educational software tools.

Related Links
A collection of links to the web pages of organizations dealing with entrepreneurship and entrepreneurship education.

General Information | Search Database | Preset Categories | Related Links | Events | Software || CELCEE Products

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Center for Entrepreneurial Leadership Inc. ~ Ewing Marion Kauffman Foundation
4900 Oak, Kansas City, Missouri 64112-2776 * 888-4-CELCEE, Fax 310-206-8095

CAL Center for Applied Linguistics

NCLE
The National Clearinghouse for ESL Literacy Education

**PROJECT FUNDER: U.S. Department of Education, Office of Educational Research and Improvement,
National Library of Education**

The National Clearinghouse for ESL Literacy Education (NCLE), an adjunct ERIC Clearinghouse at the Center for Applied Linguistics (CAL), is the only national clearinghouse focusing on literacy education, including family literacy, workplace literacy, and native language literacy, for adults and out-of-school youth learning English as a second language. NCLE's mission is to provide timely information about adult ESL literacy education.

See what's new at NCLE!
Spring/Summer 1997 issue of *NCLEnotes* available...
Download latest ERIC digests and Q & As...
Series of issue papers on workplace/vocational ESL is completed...

NCLE offers on-line access to:	
ERIC Digests	downloadable articles on topics relevant to adult ESL literacy instruction
Books	descriptions and ordering information for titles from the NCLE Series on Adult ESL Literacy
	an e-mail forum with an adult ESL literacy focus, sponsored by

Adjunct ERIC Clearinghouse for Law-Related Education

ERIC Clearinghouse for Social Studies/Social Science Education
2805 East Tenth Street, Suite 120
Indiana University
Bloomington, IN 47405

To promote the widest possible dissemination of Law-Related Education (LRE) materials, the American Bar Associaton's National Law-Related Education Resource Center (ABA/NLRC) sponsors the Adjunct ERIC Clearinghouse for Law Related Education in partnership with the ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS) at the Social Studies Development Center of Indiana University. ERIC/ChESS is one of sixteen ERIC Clearinghouses sponsored by the U.S. Department of Education.

The American Bar Association's Public Education Division created the NLRC in 1991 to collect and disseminate information on LRE programs and resources, substantive legal topics, funding sources, and teacher and resource leader training opportunities. Today, the NLRC serves K-12 community, college and university students, as well as the general public. NLRC produces newsletters, technical assistance papers, anthologies, bibliographies, and books on LRE resources, such as 319 Current Videos and Software for K-12 Law-Related Education.

Robert S. Leming directs the ERIC Adjunct Clearinghouse for Law-Related Education as well as the Indiana Program for Law-Related Education, an agency that promotes law-related education in the state of Indiana.

For more resources on law-related education, please see the home page of the Indiana Program for Law-Related Education. To submit questions or comments, please click here.

ERIC Clearinghouse for Social Studies/Social Science Education Home Page

[text only version]

Welcome to the National Service-Learning Cooperative Clearinghouse An Adjunct ERIC Clearinghouse on Service-Learning

Search the entire site | Sign our Guestbook

Who are we?

Introduction
ERIC Status
Staff
Regional Partners
Request Information

Searchable Databases

-Literature
-Events
-Listserv
-Learn & Serve State Contacts
-Learn & Serve Programs 96-97
-Pre-1997 Programs

Information Resources

Listserv
Definitions
Bibliographies
Video List
Standards
Newsletters
Publications
Technical Asst. Packets
Publications Order Form

Add Your Program or Event to the NSLCC Database

NEW! WHAT'S NEW!

Check out the Back-To-School, September issue of the NSLCC Update, our online newsletter!

Search for Learn and Serve America K-12 Programs. Over 1100 of the 1996-97 programs are online!

Updated version of "Impacts and Effects of Service-Learning" topic bibliography. Also available in PDF format.

Updated version of our topic bibliography on Service Performed by Persons with Disabilities. Also available in PDF format.

Service-Learning Articles Online from the **Education Week Website**. "Background Resources" include numerous links to other websites and related articles from Education Week's archive.

A listing of web resources on the Presidents' Summit

The Civic Practices Network "...CPN is a collaborative and nonpartisan project dedicated to bringing practical tools for public problem solving into community and institutional settings across America." This site has a number of quality resources related to civic education, service-learning, and schooling.

Internship opportunities from The National Assembly. This database lists over 2,000 paid and unpaid internships in more than 500 nonprofit human service organizations nationwide.

"Volunteerism Among U.S. College Freshman at All-Time High, UCLA Study Finds," read a January 1997 press release of the results from the

Program
Event

Other Service Sites
National
Organizations
Higher Education
K-12
Education Reform
Online Publications
Statistics
Awards
Learn & Serve
Grantees
Web Search Engines

Submit Your Materials
Guidelines
Instructions
Forms

Learn & Serve America
Description
State Contacts
Grant Information

January 1997 press release of the results from the 1996 College Freshman Survey from the Cooperative Institutional Research Program (CIRP) at the Higher Education Research Institute

Annotated Bibliography: Service-Learning and Related Issues. A bibliography of youth and children's literature resources that complement service experiences. Compiled by Amanda Moore, USC AmeriCorps Leader. Also available in Adobe Acrobat PDF format.

Site Map

For further information contact

National Service-Learning Cooperative Clearinghouse
Adjunct ERIC Clearinghouse on Service-Learning
University of Minnesota
Department of Work, Community, and Family Education
1954 Buford Ave. Room R-460
St. Paul, MN 55108
1-800-808-SERVe(7378)
Fax: 612-625-6277

serve@maroon.tc.umn.edu

Funded by the Corporation for National Service under Cooperative Agreement No. CA-001, the National Service-Learning Cooperative was developed by the National Youth Leadership Council in collaboration with the University of Minnesota.

SITE CREATED WITH Microsoft® FrontPage™

Craig H. Bender, Webmaster

Last update:11/20/97

May you connect in peace

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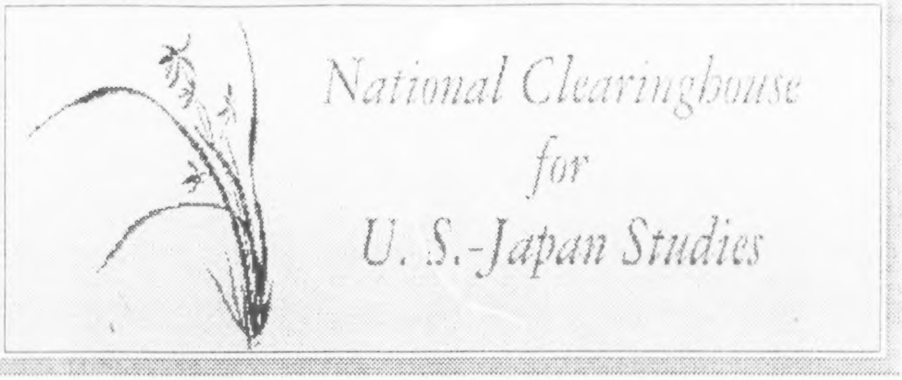
http://www.nicsl.coled.umn.edu/



National Clearinghouse for U.S.-Japan Studies

We are updating regularly. Please visit us again soon!

Database Search	Teaching Resources	Publications
Internet Resources	Lesson Plans	About the Clearinghouse

The Kamishibai Play

Since April 14, 1997,
there have been
003995
visitors to this page.

It is now
2:14 PM

Take the
Daruma challenge!

National Clearinghouse for U.S.-Japan Studies
URL: http://www.indiana.edu/~japan/
Call toll-free 800/266-3815
Comments or e-mail requests: japan@indiana.edu
Last updated: November 16, 1997

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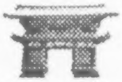

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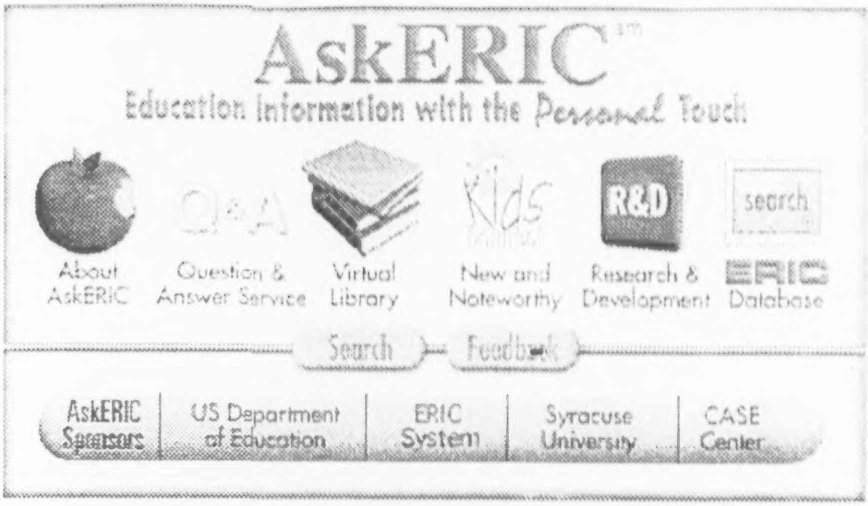
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Education Information with the Personal Touch
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Kids
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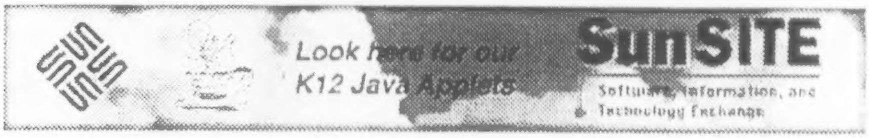
CASE Center


Look here for our K12 Java Applets
SunSITE
Software, Information, and Technology Exchange

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***The National Teaching & Learning Forum* Online**

ORYX PRESS

Welcome to the Oryx Press Web Site. We have established our web site in order to make it faster and more convenient for you to interact with and learn about our company. We are dedicated to being the best provider of quality information products, in all formats, for the library and education markets.

Please browse our catalogs and products:

School

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ACE

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Also view our complete index of products by title or author

School | Reference | Higher Education
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The Oryx Press

Educational Resources Information Center

ERIC Processing and Reference Facility

The ERIC Processing and Reference Facility is operated for the U.S. Department of Education by Computer Sciences Corporation (CSC). The Facility performs a variety of support functions and services for the agency's Educational Resources Information Center program (popularly known by its acronym, ERIC). Among these functions and services are: document and journal acquisition; editing of cataloging, indexing, and abstracting data; lexicography; data entry and computer processing; publication preparation; reference and user services; and database distribution.

SEARCH the ERIC Database

ERIC Ready References

Submitting Documents to ERIC

Products

ERIC Links

Education-Related Links

Contact ERIC

Send Feedback to the Webmaster

The ERIC Database Search ERIC Database (via Syracuse University)

The ERIC Database is a bibliographic database covering education-related documents and journal articles from 1966-present. Syracuse University provides Internet-based online searching access to the ERIC database for the period from 1989-present.

ERIC Ready References

ERIC Ready References are short, concise documents that give specific reference information on ERIC-related topics. These documents are also available in printed format free of charge from the ERIC Facility.

ERIC Products

The ERIC Facility sells a low-cost, easy-to-use CDROM product (ERIC-On-NISC DISC) search interface to the entire ERIC database. For those wishing to mount the ERIC database on their own computer retrieval systems, the Facility sells the entire ERIC database on 9-track tapes.

Other ERIC Links

Many of the ERIC components have their own World-Wide-Web (WWW) servers, providing information and resources within their respective subject areas. (Continue to check this page as additional ERIC components make their resources available on-line)

Other Education-Related Links (via the Dept. of Ed.)

The Department of Education's INet WWW server maintains a comprehensive list of other departmental prepared or supported resources.

ERIC Processing and Reference Facility
Computer Sciences Corporation
1100 West Street, 2nd Floor, Laurel, MD, 20707-3598,
Telephone: 301-497-4080,
FAX: 301-953-0263,
800: 800-799-3742

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Search the ERIC Database and Order Documents Online

Internet users may now search and order from the entire ERIC Document Database (ED's only) from 1966 - Present.

Username and Password Login Lookup

Forgot your username or password, click here to find it.

Open an EDRS Deposit Account NOW!

Make ordering ERIC Documents easier and more convenient by opening an EDRS Deposit Account.

Log in and Download Your Document Order

Welcome to the EDRSs beta test area. If you placed an order and we have notified you that it is availab for viewing. You can Login to the site with the *User ID*, *Password* and *Order Verification Number* you received from your order and download your document(s).

Remember, you must download the *Adobe PDF Document Viewer pluggin* to download and view the documents.

CELEBRATING
1966–1996
30
YEARS
DUCATIONAL ESOURCES
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Links to all ERIC Sites

◆ ERIC Systemwide Resources

◆

◆

◆ Online ERIC Publications Catalog

Search the ERIC Database

◆

The U.S. Department of Education

579

Links to All ERIC Sites

What's New

Online ERIC Publications Catalog

Search the ERIC Database

ERIC Systemwide Resources

FAQs About ERIC

Details About This Site

Feedback Form

ERIC Listservs on the 'Net

The ERIC System, in addition to hosting more than 30 Web sites that deal with education, hosts a number of listservs on specific topic areas, from child care to ESL literacy to assessment. Below is a table of these virtual communities with the name and subject of each, links to subscription information and/or all the previous messages (archive), and the sponsoring ERIC Component.

Listserv Name	Subject	For further information
BigSix	The BigSix approach to information literacy	Information & Technology
CAMPUSCARE-L	Campus environments for children	Elementary & Early Childhood Education
COMPGUID-L	Comprehensive K-12 Guidance Program	Counseling and Student Services
ECENET-L	Early childhood education	Elementary and Early Childhood Education
ECPOLICY-L	Policy issues related to young children	Elementary and Early Childhood Education
ERICCASS-L	News and information from the ERIC Clearinghouse on Counseling and Student Services	Counseling and Student Services
ERICNews	Latest ERIC systemwide initiatives, products, and services	ACCESS ERIC
ITPUBS	List for announcing ERIC/IT publications and products	Information & Technology
K12ADMIN	Educators interested in educational administration	Educational Management and Information & Technology
K12ASSESS-L	Educational assessment in grades K-12	Assessment and Evaluation
LM_NET	School library and media services	Information & Technology
LRN-ED	Support and information to K-12 teachers	Information & Technology
MIDDLE-L	Middle level education early adolescence	Elementary and Early Childhood Education

NASPFOR-L	Hot topics forum for school psychologists	Counseling and Student Services
NIFL-ESL	ESL literacy and policy issues	ESL Literacy Education
PARENTING-L	All topics related to parenting	Elementary and Early Childhood Education
PROJECTS-L	A specific interdisciplinary approach to teaching children in the preschool, elementary, and middle grades	Elementary and Early Childhood Education
READPRO	Thoughtful analysis of issues facing reading professionals	Reading, English, and Communication
REGGIO-L	Reggio Emilia philosophy of early childhood education	Elementary and Early Childhood Education
SAC-L	School-age child care	Elementary and Early Childhood Education
SUPERK12	High-performance Internet and computer applications in K-12 schools	Information & Technology

Links to all ERIC Sites | What's New | Site of the Week | Search the ERIC Database
ERIC Systemwide Resources | FAQs About ERIC | Details About This Site | Home

last update 7/21/97

ACCESS ERIC, acceric@inet.ed.gov

Database Building

ERIC/ACVE contributes to the ERIC database, the world's largest and most comprehensive source of education information. The database contains over 900,000 abstracts of documents and journal articles related to all aspects of education.

Submitting Materials

ERIC/ACVE needs your help to ensure that comprehensive materials of high quality in adult, career, and vocational education are submitted to the ERIC system. Please contact the Acquisitions Coordinator for information on submitting research reports, conference presentations, speeches, program or project descriptions, or other materials to be reviewed for possible inclusion in the ERIC database.

Accessing the ERIC Database

ERIC is available online and on CD-ROM from a variety of vendors. Many university, public and state libraries provide access to ERIC. The ERIC database and a full-text file of all ERIC Digests can also be accessed through the Internet. The Associate Director for Dissemination can provide further details.

For Information

The ERIC Clearinghouse on Adult, Career, and Vocational Education
The Center on Education and Training for Employment
The Ohio State University
1900 Kenny Road
Columbus, OH 43210-1090
(614) 292-4353 ext. 4-7686
(800) 848-4815 ext. 4-7686
Fax: (614) 292-1260
ericacve@postbox.acs.ohio-state.edu
http://coe.ohio-state.edu/cete/ericacve/index.htm

Staff

Susan Imel, *Director and Adult Education Specialist* (imel.1@osu.edu, ext. 4-7684)
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Bettina Brown, *Career Education Specialist* (brown.1529@osu.edu, ext. 4-7689)
Sandra Kerka, *Associate Director for Database Development* (kerka.1@osu.edu, ext. 4-7688)
Judy Wagner, *Associate Director for Dissemination* (wagner.6@osu.edu, ext. 4-7685)
Steve Chambers, *Acquisitions Coordinator* (chambers.2@osu.edu, ext. 4-7692)

CENTER ON EDUCATION
AND TRAINING FOR EMPLOYMENT
COLLEGE OF EDUCATION
THE OHIO STATE UNIVERSITY
1900 Kenny Road • Columbus, Ohio 43210-1090

ERIC®

Clearinghouse on Adult, Career, and Vocational Education

The ERIC System

ERIC, a national education information network, is part of the National Library of Education, U.S. Department of Education. The goal of ERIC is to identify, select, process, and disseminate information in education. The ERIC system consists of 16 clearinghouses, each serving a specialized field of education; adjunct clearinghouses on specific aspects of education; and support services. ERIC components offer products and services including ERIC Digests, major publications, user products, bibliographies, referrals, and computer searches.

ERIC/ACVE

The ERIC Clearinghouse on Adult, Career, and Vocational Education (ERIC/ACVE) is located at the Center on Education and Training for Employment (CETE), The Ohio State University. Part of the College of Education, CETE's mission is to facilitate the career and occupational preparation and advancement of youth and adults. ERIC/ACVE supports this mission by providing comprehensive information services in these areas.

- Adult and continuing education
- Career education, childhood through adult
- Vocational and technical education including employment and training

Outreach

ERIC/ACVE Services

- Information about the ERIC system and ERIC/ACVE
- Lists of ERIC service providers
- Referrals
- Orientations and training workshops to help develop skills in using ERIC
- Search services
- Consultation in developing strategies for searching the ERIC database
- WWW site
- Assistance with accessing ERIC through the Internet and WWW

Electronic Communications and Services

ERIC/ACVE's Website

ERIC/ACVE can be accessed on the World Wide Web at **<http://coe.ohio-state.edu/cete/ericacve/index.htm>**. In addition to information about ERIC and its services, the site provides full text of many ERIC/ACVE user products. Links to sites related to adult, career, and vocational education are also included.

http://coe.ohio-state.edu/cete/ericacve/index.htm

E-Mail

Questions and comments can be sent to the clearinghouse (ericacve@postbox.acs.ohio-state.edu) or to individual staff members.

AskERIC

AskERIC is a systemwide personalized Internet-based information service available to all. It a question answering service, the AskERIC Virtual Library, and access to searching the ERIC database. For WWW access, connect to <http://www.askeric.org>. Additional details about AskERIC are available from the Associate Director for Dissemination.

Publication Development

ERIC/ACVE Products

- *The ERIC File*, an information bulletin
- Major publications that provide in-depth reviews
- Columns and articles in professional journals and newsletters
- No-cost products including ***ERIC Digests***, ***Trends and Issues Alerts***, ***Practice Application Briefs***, ***Myths & Realities***, and ***P-Files*** that provide brief summaries of selected topics

ERIC CLEARINGHOUSE
ON DISABILITIES
AND GIFTED EDUCATION

1920 Association Drive
Reston, VA 20191-1589
1-800-328-0272 (toll free)
703-264-9449 (TTY)
703-620-2521 (fax)
ericec@cec.sped.org (e-mail)
http://www.cec.sped.org/ericec.htm

ERIC®

ERIC CLEARINGHOUSE ON DISABILITIES AND GIFTED EDUCATION (ERIC EC)

What is ERIC?

Educational Resources Information Center (ERIC) is a federally funded information system that serves teachers, parents, students, administrators, school board members, librarians, professors, and everyone else concerned about education. If you have education questions, you may want to search the ERIC database, which contains summaries of more than 900,000 documents and journal articles.

Where Can I Find ERIC?

- *At your local university or public library.* Abstracts of ERIC documents and articles are available in print, on the Internet, and on CD-ROM. *Resources in Education (RIE)* and the *Current Index to Journals in Education (CIJE)* provide abstracts in print form. Documents are identified by an ED number. Journal articles are identified by an EJ number. Also available in print is the *Thesaurus of ERIC Descriptors* that lists the subject headings used in cataloging documents and articles.

  Most university and large public libraries offer computer searches of the ERIC database via a compact disc (CD) or computer and a modem.

- *On the Internet.* If you have access to the Internet through a commercial online service such as AOL, CompuServe, or Prodigy, you can search the database at

  http://www.cec.sped.org/ericec.htm

- *On CD-ROM.* If you have a computer with a CD-ROM device, you can buy ERIC CD-ROMs through these vendors:

EBSCO	1-800-653-2726
KNIGHT-RIDDER (DIALOG)	1-800-334-2564
NISC	410-243-0797
SilverPlatter	1-800-343-0064

- *At the ERIC Clearinghouses.* Each of the 16 ERIC clearinghouses acquires the significant educational literature within its content areas, selects the highest quality and most relevant material, and catalogs, indexes, and abstracts the selected items for input to the ERIC database.

ERIC Clearinghouse on:

Adult, Career, and Vocational Education (CE)
Ohio State University, Columbus, OH
614/292-4353 800/848-4815 FAX 614/292-1260
E-mail: ericacve@magnus.acs.ohio-state.edu
URL: http://coe.ohio-state.edu/cete/ericacve/index.htm

Assessment and Evaluation (TM)
The Catholic University of America, Washington, DC
202/319-5120 800/464-3742 FAX 202/319-6692
E-mail: eric_ae@cua.edu; Gopher: gopher.cua.edu
URL: http://ericae2.educ.cua.edu/main.htm

Community Colleges (JC)
University of California at Los Angeles
310/825-3931 800/832-8256 FAX 310/206-8095
E-mail: ericcc@ucla.edu
URL: http://www.gseis.ucla.edu/ERIC/eric.html

Counseling and Student Services (CG)
University of North Carolina at Greensboro
910/334-4114 800/414-9769 FAX 910/334-4116
E-mail: ericcas2@dewey.uncg.edu
URL: http://www.uncg.edu/~ericcas2

Disabilities and Gifted Education (EC)
The Council for Exceptional Children, Reston, VA
800/328-0272 FAX 703/620-2521 TTY 703/264-9449
E-mail: ericec@cec.sped.org
URL: http://www.cec.sped.org/ericec.htm

Educational Management (EA)
University of Oregon, Eugene, OR
541/346-1684 800/438-8841 FAX 541/346-2334
E-mail: ppiele@oregon.uoregon.edu
URL: http://darkwing.uoregon.edu/~ericcem

Elementary and Early Childhood Education (PS)
University of Illinois, Champaign, IL
217/333-1386 800/583-4135 FAX 217/333-3767
E-mail: ericeece@uiuc.edu
Gopher: ericps.ed.uiuc.edu
URL: http://ericps.crc.uiuc.edu/ericeece.html

Higher Education (HE)
The George Washington University, Washington, DC
202/296-2597 800/773-3742 FAX 202/452-1844
E-mail: eriche@inet.ed.gov

Information and Technology (IR)
Syracuse University, Syracuse, NY
315/443-3640 800/464-9107 FAX 315/443-5448
E-mail: eric@ericir.syr.edu
AskERIC: askeric@ericir.syr.edu
Gopher: ericir.syr.edu
URL: http://ericir.syr.edu/ithome

Languages and Linguistics (FL)
Center for Applied Linguistics, Washington, DC
202/429-9292 800/276-9834 FAX 202/659-5641
E-mail: eric@cal.org
URL: http://www.cal.org/ericcll

Reading, English, and Communication (CS)
Indiana University, Bloomington, IN
812/855-5847 800/759-4723 FAX 812/855-4220
E-mail: ericcs@ucs.indiana.edu
Gopher: gopher.indiana.edu
URL: http://www.indiana.edu/~eric_rec

Rural Education and Small Schools (RC)
Appalachia Education Laboratory, Charleston, WV
304/347-0400 800/624-9120
FAX 304/347-0487 TTY 304/347-0401
E-mail: lanhamb@ael.org
URL: http://www.ael.org/erichp.htm

Science, Mathematics, and Environmental Ed. (SE)
Ohio State University, Columbus, OH
614/292-6717 800/276-0462 FAX 614/292-0263
E-mail: ericse@osu.edu
Gopher: gopher.ericse.ohio-state.edu
URL: http://www.ericse.org

Social Studies/Social Science Education (SO)
Indiana University, Bloomington, IN
812/855-3838 800/266-3815 FAX 812/855-0455
E-mail: ericso@indiana.edu
URL: http://www.indiana.edu/~ssdc/eric-chess.html

Teaching and Teacher Education (SP)
American Association of Colleges for Teacher Education
Washington, DC
202/293-2450 800/822-9229 FAX 202/457-8095
E-mail: ericsp@inet.ed.gov
URL: http://www.ericsp.org

Urban Education (UD)
Columbia University, New York, NY
212/678-3433 800/601-4868 FAX 212/678-4012
E-mail: eric-cue@columbia.edu
URL: http://eric-web.tc.columbia.edu

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ACCESS ERIC
Aspen Systems Corporation, Rockville, MD
301/251-5789 800/LET-ERIC FAX 301/309-2084
E-mail: acceric@inet.ed.gov
URL: http://www.aspensys.com/eric

ERIC Document Reproduction Service (EDRS)
DynTel, Springfield, VA
703/440-1400 800/443-ERIC FAX 703/440-1408
E-mail: service@edrs.com
URL: http://edrs.com

ERIC Processing and Reference Facility
Computer Sciences Corporation, Laurel, MD
301/497-4080 800/799-3742 FAX 301/953-0263
E-mail: ericfac@inet.ed.gov
URL: http://ericfac.piccard.csc.com

AskERIC on the Internet

If you have a computer, a modem, and e-mail capabilities, you can use AskERIC, an Internet-based question-answering service for teachers, library media specialists, administrators, and parents, developed by the ERIC Clearinghouse on Information and Technology.

If you have an education-related question, send it via e-mail to *askeric@ericir.syr.edu*. You'll receive an e-mail reponse in approximately 48 hours. Depending on the nature of your question, you might receive the full text of one or more research summaries called ERIC Digests, the results of a short ERIC database search, or the addresses of relevant Internet sites and discussion lists.

AskERIC also provides public access to the ERIC database with search capability. The URL is *http://ericir.syr.edu/ERIC/eric.html*

National Parent Information Network (NPIN)

The National Parent Information Network (NPIN) on the Internet is specifically devoted to child development, care, and education, and the parenting of children from birth through early adolescence. Co-sponsored by the ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE) and the ERIC Clearinghouse on Urban Education (ERIC/UD), NPIN includes:

- Short articles from groups such as the National Urban League, the National PTA, and the Center for Early Adolescence
- Discussion groups and forums on early childhood topics
- Parents AskERIC, a question-answering service that taps the resources of the federally funded ERIC system to respond to parents' questions

The URL (address) for NPIN is:

http://ericps.crc.uiuc.edu/npin/npinhome.html

How Can I Get Documents?

Most references with an ED (ERIC document) number are available in ERIC microfiche collections at more than 1,000 locations worldwide, especially larger municipal libraries and universities. Documents can also be ordered for a fee through EDRS (ERIC Document Reproduction Service):

1-800-443-ERIC, e-mail: service@edrs.com

References with an EJ (ERIC journal) number are available through the originating journal, interlibrary loan services, or, for a fee, through article reproduction clearinghouses:

UMI:	1-800-248-0360
ISI:	1-800-523-1850

How Can I Contribute to the ERIC Database?

If you have recently written a paper related to the education of the gifted or of people with disabilities, your work can be made available through ERIC. We are interested in receiving all types of substantive documents, including research reports, program descriptions or evaluations, literature reviews, curriculum guides, and conference papers. Documents submitted to ERIC are evaluated according to the following criteria:

- Substantive information (5 pages or more)
- Clear writing style
- Currency
- Sound methodology (for research)
- Applicability of content to other settings
- Adequate references

For more information, call 1-800-328-0272 and ask for the Acquisitions Coordinator.

What is the Connection Between ERIC and CEC?

The ERIC Clearinghouse on Disabilities and Gifted Education (ERIC EC) is one of 16 federally funded clearinghouses, each focusing on a different aspect of education. Located in Reston, Virginia, and operated by The Council for Exceptional Children (CEC) since 1966, ERIC EC addresses prevention, identification and assessment, intervention, and enrichment. ERIC EC gathers, selects, and abstracts publications that go into the ERIC database. ERIC EC is funded by the Office of Educational Research and Improvement (OERI), U.S. Department of Education.

CEC produces Exceptional Child Education Resources (ECER), a proprietary database of more than 80,000 abstracts of the published professional literature on the education and development of individuals who have disabilities or who are gifted. CEC's quarterly journal, *Exceptional Child Education Resources*, provides abstracts and indexes of the most recent additions to the ECER database. ECER contains many references not included in the ERIC collection. The ECER database is also available on CD-ROM through SilverPlatter. For more information on the ECER CD-ROM, call SilverPlatter at 1-800-343-0064.

What Information is Available From ERIC EC?

ERIC EC offers the following products and services:

- Free information packets on selected topics (ADD, gifted, behavior disorders, early childhood, inclusion, learning disabilities)
- ERIC Digests (brief overviews of current topics)
- Books, reports, directories, minibibliographies
- References and referrals to other resources
- Customized searches for a fee

If you plan to visit ERIC EC, call 1-800-328-0272 in advance to make an appointment.

The ERIC/OSEP Special Project

Through the ERIC Clearinghouse, CEC also operates the ERIC/OSEP Special Project, which is funded by the Office of Special Education Programs (OSEP), U.S. Department of Education. The ERIC/OSEP Special Project disseminates special education research through various publications and conferences. Audiences include teachers and related services professionals, teacher trainers, administrators, policymakers, and researchers who are involved in the development and delivery of special education services.

The ERIC/OSEP Special Project tracks current research, plans and coordinates research conferences, and develops publications that summarize recent research on critical issues and topics. These publications include an annual directory of research projects as well as publications that synthesize recent research efforts.

Each year, the Special Project hosts a conference for directors of OSEP-sponsored research projects. Throughout the year, research forums and work groups are held to bring together experts on emerging topics of interest. Focus groups representing the Special Project's audiences are held to inform OSEP and the Special Project of information needs and to enhance the utility of publications produced by the Special Project and other dissemination groups.

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recycled paper

Getting Online:

A Friendly Guide for Teachers, Students, and Parents

Internet. Cyberspace. Computer networks. Information superhighway. Seems as if you can't open a magazine or turn on the TV without running into one of those words. If you're a teacher, parent, or student, you're probably wondering what's out there for you, and whether you need to be a technology wizard to find it.

Staff from the ERIC system, the nationwide education information network sponsored by the U.S. Department of Education's National Library of Education, are eager to help you use this new way to get information about teaching, learning, and parenting. We've put together this brochure to help you:

- Figure out what you need to get online.
- Describe some of the education offerings available to network users.
- Offer hints to help make your exploration of computer networks easy and successful.

We're excited about having one more way to share information about teaching, learning, and parenting, but we haven't let our enthusiasm for computer networks get in the way of our main business—serving you! You can contact ERIC staff via toll-free phone, fax, or e-mail, as well as in person at many education conferences, workshops, and presentations. Call 1–800–LET–ERIC for more information. We look forward to hearing from you.

Plugging In

At minimum, you'll need the following to access a network:

- A personal computer.
- A modem.
- Communications software.
- An account with a network provider.

It doesn't matter what kind of computer you have—you can access a network with an IBM PC, a look-alike, or a Macintosh. If your computer is fairly new, you may have a built-in modem—a telecommunications device that lets your computer connect to another through phone lines.

If you don't have a built-in modem, or if you want a faster one, you can buy one to add to your computer. The important thing to know about modems is that faster is better. You can tap into a network with a 2400 bps modem (that's bits per second, the speed at which information is sent between machines), but you'll have much less wait time if your modem is 14.4 Kbps or 28.8 Kbps. Having a faster modem is especially important if you want to capture pictures or sounds as well as just text.

Communications software is a program that resides on your machine, tells the modem what to do, and enables you to send ("upload") and receive ("download") information. If your computer has a built-in modem, it already has communications software too. If you're buying a modem, communications software is usually included in the price.

With a computer, a modem, and communications software, you can dial directly into a bulletin board—an electronic site where people post messages and files, usually about a single topic. (Some bulletin boards have toll-free numbers; for others, you'll pay the price of a local or long-distance phone call while you're online.)

Gaining Access to the Internet

If you want to gain access to the Internet—the worldwide network of computer networks, which includes thousands of databases, discussion groups, and files on every topic imaginable—you'll need to set up an account with an Internet provider. Possibilities range from getting a free account if you're a student at certain colleges and universities to signing up with a commercial online service that will charge you either a flat monthly fee or an actual online usage fee. Here are some places to try first:

- A local college or university.
- A public library.
- Your state board of education or school district (if you're a teacher) or other place of employment.

If you're not able to obtain an Internet connection through one of these institutions, you might try:

- Talking to people at your local computer store.
- Browsing through a computer newspaper, often available for free at computer stores.
- Calling the Association of Computer User Groups at 914-876-6678 for an automated listing of user groups organized by area code, ZIP code, or state. (While few user groups provide direct Internet access, they can provide tips on how to get connected and what to do once you are in.)
- Having a friend with access to the World Wide Web check out Yahoo's Index of Internet Service Providers at http://www.yahoo.com, under the path Business and Economy, Companies, Internet Services, Internet Access Providers.

Commercial networks such as America Online, CompuServe, and Prodigy provide full or partial access to the Internet in addition to their own offerings, which include reference services, online publications, online chats, and travel planning. Many users also find commercial services more attractive, friendlier, and easier to use than direct connections to the Internet.

If all you want is access to the Internet, you can probably obtain it more economically using one of the methods above. If, however, you're interested in the many other resources available through commercial services, the Internet access you receive from them may be a nice plus.

Getting Started

When you set up an account with an Internet access provider, you are given (or you may select) an e-mail address, usually consisting of some variation of your name, followed by the "@" sign, then the name of the computer or service you're connected to and its type (for example, "edu" for education or "com" for company).

The first thing many people like to do when they get online is to send e-mail to someone else. To do this, you'll need to know the other person's e-mail address and follow the instructions from your Internet access provider. If you enjoy this method of communication and want to be part of an ongoing discussion on a topic of interest to you, you'll probably want to join one or more discussion groups, called listservs.

You can join a listserv by subscribing, then sending messages (or simply reading them). To subscribe, send a message to: *listserv@the-listserv's-address*. Leave the subject line blank. For the body of the message, type: *subscribe listservname your-first-name your-last-name*. Do not add any other text such as your name.

A sampling of listservs for educators and parents:

ECENET-L@postoffice.cso.uiuc.edu
Early childhood education

EDINFO@inet.ed.gov
Program updates from the U.S. Department of Education
(subscribe to listproc@inet.ed.gov)

EDNET@nic.umass.edu
Internet use in education

K12ADMIN@listserv.syr.edu
Elementary and secondary school administration

KIDSPHERE-request@vms.cis.pitt.edu
Collaborative network-based K-12 projects

LM_NET@listserv.syr.edu
School library and media services

PARENTING-L@postoffice.cso.uiuc.edu
Parenting issues

In addition to using the Internet to communicate with others, you can use it to locate and print or save to disk a wealth of information on various topics. Here's how:

World Wide Web (also called WWW or simply the Web) is the popular, graphics-oriented portion of the Internet organized by colorful home pages that enable users to click on linked text, images, or sounds from a single computer screen. For example, a teacher might start by looking at a collection of K–12 lesson plans, then connect to weather data, photos from space missions, or pictures from the Civil War. To access the Web, users need a modem, an Internet connection, and a special software program such as Mosaic, Netscape, or Lynx for browsing. If you have a Web browser, try one of these interesting K–12 sites or use key words to find other sites on topics of interest to you.

http://web66.coled.umn.edu
Web 66: A K–12 World Wide Web Project

http://www.classroom.net
Links to K–12 Educational Materials

http://lcweb.loc.gov/global/internet/training.html
The Library of Congress resource page for Internet guides, tutorials, and training information

http://www.enc.org
The Eisenhower Clearinghouse for Mathematics and Science Education (U.S. Department of Education)

While the World Wide Web has popularized the Internet, two older technologies may also be beneficial to you, particularly if you're interested in databases and text files.

Telnet enables you to connect to and use computers in other locations as if you are a local user. You'll need to know the other computer's address and possibly a password to get into its programs. On some public sites, the password is "guest" or "anonymous."

Gopher is an information retrieval program developed at the University of Minnesota (home of the Golden Gophers) in the early 1990s. It gives users a simple connection to locations where Internet text resources are stored. Gopher includes both Telnet and FTP (file transfer protocol) to enable you to log onto a remote computer and interact in real time or simply to download files from other computers.

Tips for Using Computer Networks

1. It's organized chaos out there. No one person or organization is in charge of the Internet; it's constantly changing and growing. Reference books, classes, and knowledgeable friends can help you get started. And the more you go online, the more you'll find out about what's out there.

2. Jump in and get your feet wet. The best way to learn is through hands-on experience. Try one of the education sites described in this brochure.

3. Don't worry; you can't break anything. When you tap into another computer, there are limits to what you can do with it. If you press the wrong keys, you'll just get an error message. For example, when you are trying to make a remote connection, there's a chance that your computer might "lock up." If that happens, you just reboot it. If the computer you're trying to connect to is temporarily down, or you key in the wrong address, you might receive a message about a "DNS failure," meaning that the Domain Name Server, a centralized site that keeps track of Web addresses, can't make a match at the moment. Doublecheck the address and try again later.

4. If at first you don't get in, try, try again. There are limits to the number of users who can access one specific database, information service, or electronic site at one time. If you can't get through, just try again at another time. You might notice that peak hours are predictable—perhaps everyone tries to get into your favorite site between 9 a.m. and 4 p.m. on weekdays and you'll have better luck getting in earlier, later, or on weekends.

5. Some material found on the Internet is not suitable for children. Parents should supervise and offer guidance as their children "surf the Web."

Finding Education Information on Computer Networks

ERIC is set up to provide education information to teachers, parents, students, administrators, school board members, librarians, professors, and community members in a variety of ways. For example, you can:

- Use the ERIC database on CD-ROM at the library to search for summaries of more than 950,000 journal articles and documents.
- Use toll-free phone numbers to call ERIC Clearinghouses for subject-specific assistance.
- Order print copies of free and low-cost research summaries, newsletters, bibliographies, and books on a variety of education topics.

Increasingly, ERIC resources (including the database, the full text of various ERIC Clearinghouse publications, and personalized e-mail assistance) are available on the Internet.

AskERIC

AskERIC provides education information through a personalized question-answering service via e-mail. If you have a question about education or parenting, send an e-mail message to askeric@ericir.syr.edu. Within 48 hours, you'll receive a response that may include the full text of an ERIC Digest, a list of relevant journal articles and documents from the ERIC database, or the names of listservs and Web sites related to your topic.

The AskERIC Web site (http://ericir.syr.edu), managed by the ERIC Clearinghouse on Information & Technology, includes free public access to the ERIC database and a Virtual Library of more than 900 lesson plans, 20 listserv archives, and 125 InfoGuides on key education topics.

National Parent Information Network

The National Parent Information Network (NPIN) is a Web server devoted to child development, care, and education, and the parenting of children from birth through early adolescence. NPIN, administered by the ERIC Clearinghouses on Elementary and Early Childhood Education and Urban Education, includes:

- Short articles from groups such as the National Urban League and the National PTA.
- "Parent News" based on research findings in child development and education.
- Discussion groups and forums on a range of topics, including multiage grouping, parenting, the Reggio Emilia and project approaches to early childhood education, and middle schooling.

To access NPIN, connect to http://ericps.crc.uiuc.edu/npin/npinhome.html

Online with ERIC Components

A good starting point for exploring online education resources is the ERIC systemwide Web page at http://www.aspensys.com/eric, which includes links to all other ERIC-sponsored sites. Alternatively, you can access individual sites directly using the addresses listed below.

ERIC Clearinghouses and Adjuncts

ERIC Clearinghouse on Adult, Career, and
Vocational Education
http://coe.ohio-state.edu/cete/ericacve
800-848-4815

Adjunct ERIC Clearinghouse for Consumer Education
http://www.emich.edu/public/coe/nice/
313-487-2292

ERIC Clearinghouse on Assessment and Evaluation
http://ericae2.educ.cua.edu
800-GO4-ERIC (464-3742)

Adjunct ERIC Test Collection Clearinghouse
http://ericae2.educ.cua.edu/testcol.htm
609-734-5737

ERIC Clearinghouse for Community Colleges
http://www.gseis.ucla.edu/ERIC/eric.html
800-832-8256

Adjunct ERIC Clearinghouse on
Entrepreneurship Education
http://www.celcee.edu
888-423-5233

ERIC Clearinghouse on Counseling and Student Services
http://www.uncg.edu/~ericcas2
800-414-9769

ERIC Clearinghouse on Disabilities and Gifted Education
http://www.cec.sped.org/ericec.htm
800-328-0272

ERIC Clearinghouse on Educational Management
http://darkwing.uoregon.edu/~ericcem
800-438-8841

ERIC Clearinghouse on Elementary and Early Childhood Education
http://ericps.crc.uiuc.edu/ericeece.html
National Parent Information Network:
http://ericps.crc.uiuc.edu/npin/npinhome.html
800-583-4135

Adjunct ERIC Clearinghouse for Child Care
http://ericps.ed.uiuc.edu/nccic/nccichome.html
800-616-2242

ERIC Clearinghouse on Higher Education
http://www.gwu.edu/~eriche/
800-773-3742

ERIC Clearinghouse on Information & Technology
http://ericir.syr.edu/ithome
AskERIC (Internet-based question-answering service):
askeric@ericir.syr.edu
AskERIC Virtual Library: http://ericir.syr.edu
800-464-9107

ERIC Clearinghouse on Languages and Linguistics
http://www.cal.org/ericcll
800-276-9834

Adjunct ERIC Clearinghouse for ESL Literacy Education
http://www.cal.org/ncle
202-429-9292, x200

ERIC Clearinghouse on Reading, English, and Communication
http://www.indiana.edu/~eric_rec
800-759-4723

ERIC Clearinghouse on Rural Education and Small Schools
http://www.ael.org/erichp.htm
800-624-9120

ERIC Clearinghouse for Science, Mathematics, and Environmental Education
http://www.ericse.org
800-276-0462

ERIC Clearinghouse for Social Studies/Social Science Education
http://www.indiana.edu/~ssdc/eric-chess.html
800-266-3815

Adjunct ERIC Clearinghouse for International Civic Education
http://www.civnet.org/
800-266-3815

Adjunct ERIC Clearinghouse for Law-Related Education
http://www.indiana.edu/~ssdc/lre.html
800-266-3815

Adjunct ERIC Clearinghouse for Service Learning
http://www.nicsl.coled.umn.edu
800-808-SERV(7378)

Adjunct ERIC Clearinghouse for United States-Japan Studies
http://www.indiana.edu/~japan
800-266-3815

ERIC Clearinghouse on Teaching and Teacher Education
http://www.ericsp.org
800-822-9229

Adjunct ERIC Clearinghouse on Clinical Schools
http://www.aacte.org/menu2.html
800-822-9229

ERIC Clearinghouse on Urban Education
http://eric-web.tc.columbia.edu
800-601-4868

ERIC Support Components

ACCESS ERIC (maintains systemwide site)
http://www.aspensys.com/eric
800-LET-ERIC (538-3742)

ERIC Document Reproduction Service (sells paper and microfiche copies of ERIC documents)
http://edrs.com/
800-443-ERIC (3742)

ERIC Processing and Reference Facility (maintains ERIC database)
http://ericfac.piccard.csc.com
800-799-ERIC (3742)

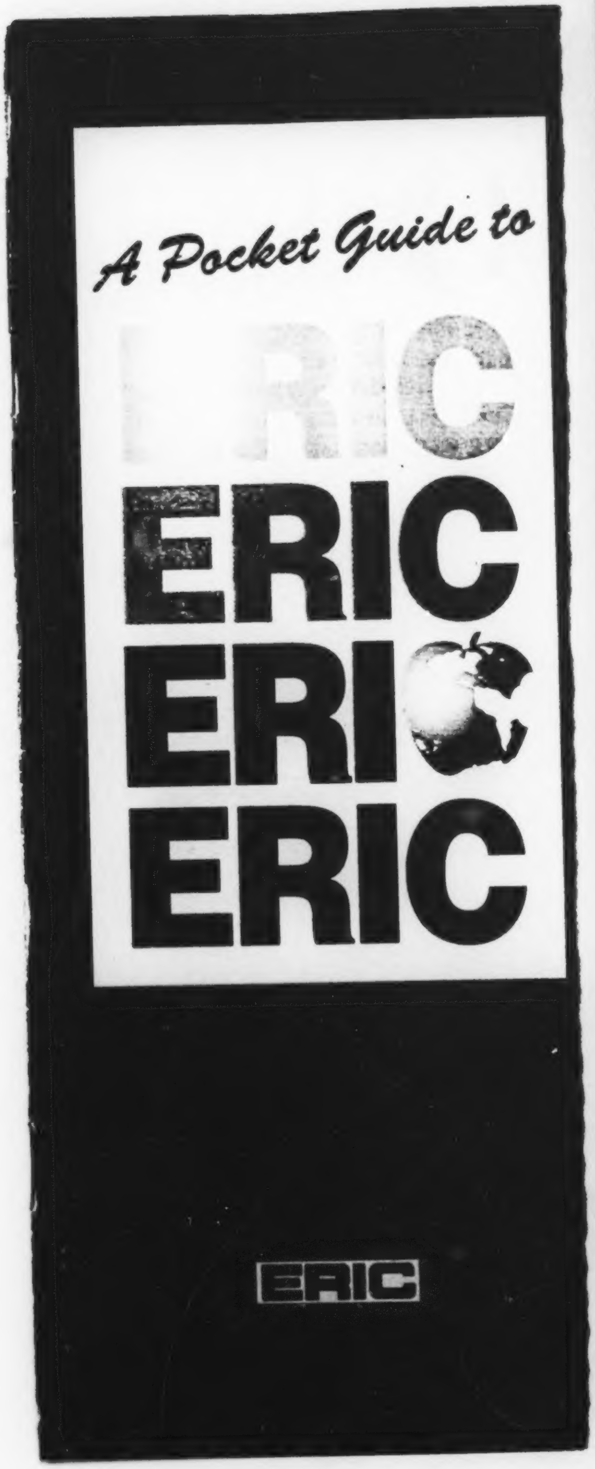
ORYX Press (publishes *Current Index to Journals in Education and Thesaurus of ERIC Descriptors*)
http://www.oryxpress.com
800-279-ORYX (6799)

The U.S. Department of Education provides access to many education resources generated within the Department and offers links to other education-related sites on the Internet. Among the many full-text resources available on the INet Online Library are:

- **Information on school-to-work transition, family involvement, and technology.**
- **Education research findings and statistics.**
- ***A Teacher's Guide to the U.S. Department of Education* and *A Researcher's Guide to the U.S. Department of Education.***
- **A guide to federal funds for education, including student loans.**

You can access the Web site at http://www.ed.gov.

NLE 97-2528



A Pocket Guide to ERIC

ERIC
ERIC
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U.S. DEPARTMENT OF EDUCATION
**Office of Educational Research
and Improvement**
WASHINGTON, DC 20208–5721

OFFICIAL BUSINESS ONLY
Penalty for Private Use, $300

NLE 98–2515

What Is ERIC?

The Educational Resources Information Center (ERIC) is a national information system designed to provide users with ready access to an extensive body of education-related literature. Established in 1966, ERIC is supported by the U.S. Department of Education, Office of Educational Research and Improvement, and administered by the National Library of Education.

The ERIC database, the world's largest source of education information, contains nearly a million abstracts of documents and journal articles on education research and practice. You can access the ERIC database online via the Internet or commercial vendors, on CD-ROM, or through the printed abstract journals *Resources in Education* and *Current Index to Journals in Education*. The database is updated monthly (quarterly on CD-ROM), ensuring that the information you receive is timely and accurate.

Who Uses ERIC?

- Teachers
- Administrators
- School board members
- Librarians
- Students
- Journalists
- Professors
- Researchers
- Parents
- Community members

The ERIC *System*

The ERIC system, through its 16 subject-specific clearinghouses, associated adjunct clearinghouses, and support components, provides a variety of services and products that can help you stay up to date on a broad range of education-related issues. Products include research summaries, bibliographies, reference and referral services, computer searches, and document reproduction.

ACCESS ERIC keeps you informed of the wealth of information offered by the ERIC components (listed on pages 10–17) and other education-related organizations. Through its toll-free number, 1–800–LET–ERIC (538–3742), and systemwide Web site *(http://www.aspensys.com/eric)*, ACCESS ERIC makes it easy for you to locate and obtain education information.

This booklet describes the resources available through ERIC and serves as a quick reference for answers to the most frequently asked questions, including:

Where do I call for education information? .... p. 2

What products does the ERIC system offer? .... p. 3

How can I access the ERIC database? .... p. 5

How can I order ERIC documents and journal articles? .... p. 7

How can I submit my work to the database? .... p. 9

How can I contact ERIC components? .... p. 10

ERIC *Reference and Referral Services*

With the world's largest education database as their primary resource, ERIC staff can help you find answers to education-related questions, refer you to appropriate information sources, and provide relevant publications.

Questions concerning a specific education topic should be directed to the ERIC Clearinghouse most closely associated with the subject area (see list of clearinghouses on pages 10–17) or call ACCESS ERIC at 1–800–LET–ERIC (538–3742) for a referral.

AskERIC

AskERIC is a free, personalized, Internet-based question-answering service for professional educators and anyone interested in the theory and practice of education. AskERIC's Information Specialists will respond to your e-mail questions with citations from the ERIC database as well as electronic resources such as Web sites and listserv discussion groups. Typical turnaround time is 2 business days. E-mail your questions to: **askeric@askeric.org.** AskERIC is sponsored by the Department of Education, the National Library of Education, and Syracuse University's Schools of Information Studies and Education.

Computer Searches

Many people prefer to do their own ERIC searches. To learn how to search the database on a particular topic, contact the ERIC Clearinghouse most closely associated with your subject area.

To find out where you can use the ERIC database in your community, call any ERIC component for a referral from the *Directory of ERIC Resource Collections* or visit *(http://www.ed.gov/BASISDB/EROD/eric/SF)*. You can also call ACCESS ERIC at 1–800–LET–ERIC (538–3742) or send an e-mail message to **ericdb@aspensys.com** to find out how you can access the ERIC database.

ERIC-sponsored Internet access to the database is available at *(http://www.aspensys.com/eric/searchdb.html)*.

ERIC Clearinghouse Publications

In addition to selecting and preparing documents for the ERIC database, the ERIC Clearinghouses produce reports, summaries, digests, and other free and low-cost resources within their subject areas. Contact the clearinghouse most closely associated with your interest area for its publication list or call ACCESS ERIC to order the *Catalog of ERIC Clearinghouse Publications.*

ERIC *Systemwide Products*

ERIC produces numerous products to help you access and use the information in the ERIC database.

ERIC in Print

Each month, ERIC produces two publications that are essentially print versions of the database. *Resources in Education,* which announces current education-related documents, can be obtained from the U.S. Government Printing Office (GPO) at 202–512–1800. *Current Index to Journals in Education,* which announces education-related journal articles, is available through Oryx Press at 1–800–279–ORYX (6799).

All About ERIC

This handy reference booklet provides basic information about searching the ERIC database and detailed descriptions of each component in the ERIC system. Free copies are available from ACCESS ERIC at 1–800–LET–ERIC (538–3742).

Directory of ERIC Resource Collections

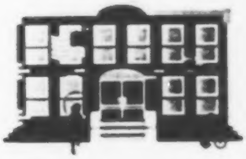
This directory lists more than 1,000 organizations that offer access to ERIC. Entries include the address, telephone number, and ERIC offerings (for example, CD-ROM, microfiche, *Thesaurus of ERIC Descriptors*) of each organization. To order a free copy, call any ERIC component.

ERIC Database Tapes

Institutions interested in purchasing computer tapes of the ERIC database and programming their own search interface may purchase tapes from the ERIC Processing and Reference Facility at 1–800–799–ERIC (3742).

Thesaurus of ERIC Descriptors

The complete list of descriptive terms used by ERIC to index and search the ERIC database, with a cross-reference structure and rotated and hierarchical displays, is available from Oryx Press at 1–800–279–ORYX (6799). This publication is helpful in developing a strategy to search the database and is generally available at libraries and other sites where the ERIC database is located.

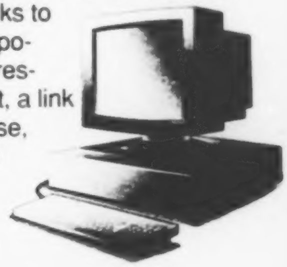


ERIC Identifier Authority List

Approximately 51,000 identifiers—proper names or concepts not yet represented by ERIC descriptors, designed to add depth to subject indexing—are listed in an alphabetical display and a category display. Both displays are available from the ERIC Processing and Reference Facility at 1–800–799–ERIC (3742). They also appear in a 1995 hardback edition from Oryx Press at 1–800–279–ORYX (6799).

ERIC Systemwide Web Site

This Web site, *(http://www.aspensys.com/eric)*, offers one-stop access to all of the ERIC resources available on the Internet. The site includes links to all of the ERIC components that have a presence on the Internet, a link to the ERIC database, links to systemwide publications, and much more.



ERIC *Information Retrieval Services*

The ERIC database is one of the most widely used bibliographic or abstract databases in the world. It now includes nearly 1 million records of education documents and journal articles. The ERIC database can be searched via the Internet (see page 2) and through the online and CD-ROM vendors listed below. While Internet access is free and convenient for those equipped with computers and modems, some users prefer commercial access because it allows them to search the full database from 1966 to the present, and may provide them with an advanced interface and online assistance.

Online Vendors

Data-Star/Dialog
Plaza Suite
114 Jermyn Street
London SW1Y 6HJ
Telephone: +44 71 930 7646
Fax: +44 71 930 2581

Knight-Ridder Information, Inc.
2440 West El Camino Real
Mountain View, CA 94040–1400
Telephone: (650) 254–8700
Toll Free: (800) 334–2564
Fax: (650) 254–8123

OCLC (Online Computer Library Center)
6565 Frantz Road
Dublin, OH 43017–3395
Telephone: (614) 764–6000
Toll Free: (800) 848–5878
Fax: (614) 764–6096

Ovid Technologies
333 Seventh Avenue, Fourth Floor
New York, NY 10001
Telephone: (212) 563–3006
Toll Free: (800) 950–2035
Fax: (212) 563–3784

CD-ROM Vendors

CASPR Library Systems
100 Park Center Plaza, Suite 550
San Jose, CA 95113
Telephone: (408) 882–0600
Toll Free: (800) 852–2777
Fax: (408) 882–0608

EBSCO Publishers
10 Estes Street
P.O. Box 682
Ipswich, MA 01938
Telephone: (978) 356–6500
Toll Free: (800) 653–2726
Fax: (978) 356–6565

ERIC Processing and Reference Facility
Computer Sciences Corporation
1100 West Street, Second Floor
Laurel, MD 20707–3598
Telephone: (301) 497–4080
Toll Free: (800) 799–ERIC (3742)
Fax: (301) 953–0263

Knight-Ridder Information, Inc.
(see page 6)

National Information Services Corporation (NISC)
Wyman Towers, Suite 806
3100 St. Paul Street
Baltimore, MD 21218
Telephone: (410) 243–0797
Fax: (410) 243–0982

SilverPlatter Information, Inc.
100 River Ridge Drive
Norwood, MA 02062–5043
Telephone: (617) 769–2599
Toll Free: (800) 343–0064
Fax: (617) 769–8763

Reprints of ERIC *Materials*

ERIC Documents

The full text of most materials in the ERIC database with an "ED" followed by six digits is available through the ERIC Document Reproduction Service (EDRS) in microfiche or paper copy. About 80 percent of ERIC documents from 1993 to the present are also available for online ordering and electronic delivery through the EDRS Web site at *(http://edrs.com)*.

You can read ERIC documents on microfiche for free at many libraries with monthly subscriptions or specialized collections or order microfiche, paper, or electronic copies of individual documents from EDRS. Fax and express mail service is offered. For more information, call EDRS at 1–800–443–ERIC (3742).

ERIC Journal Articles

Materials with an "EJ" followed by six digits are journal articles. Most can be found in library periodical collections, through interlibrary loan, or from the article reprint services listed below.

The UnCover Company
3801 East Florida, Suite 200
Denver, CO 80210
Telephone: (303) 758–3030
Toll Free: (800) 787–7979
Fax: (303) 758–5946
E-mail: uncover@carl.org
Web: http://uncweb.carl.org/

University Microfilms International
Article Clearinghouse/The Information Store
500 Sansome Street, Suite 400
San Francisco, CA 94111–3219
Telephone: (415) 433–5500
Toll Free: (800) 248–0360
Fax: (415) 433–0100
Web: http://www.umi.com/infostore

Institute for Scientific Information
The Genuine Article
P.O. Box 7649
Philadelphia, PA 19104–3389
Telephone: (215) 386–4399

Toll Free: (800) 336–4474
Fax: (215) 222–0840; (215) 386–4343
E-mail: tga@isinet.com
Web: http://www.isinet.com

To obtain journals that do not permit reprints and are not available from your library, write directly to the publisher. Addresses of publishers are listed in the front of each *Current Index to Journals in Education*.

How To Submit Documents to ERIC

ERIC collects a variety of materials on a wide range of education-related topics. Examples of materials in the database include:

- Books
- Research reports
- Monographs
- Speeches and conference papers
- Studies
- Instructional materials (for students)
- Lesson plans
- Manuals and handbooks
- Bibliographies
- Tests

To have your material considered for inclusion in the ERIC database, please send one legible copy along with a Reproduction Release Form [available from any ERIC component or online at *(http://ericfac.piccard.csc.com/submitting.html)*] to the Acquisitions Department of the ERIC Clearinghouse most closely related to the subject matter. You may submit documents to the ERIC Processing and Reference Facility if you are unsure which clearinghouse is appropriate. (Addresses follow.)

ERIC *System Directory*

Federal Sponsor

Educational Resources Information Center (ERIC)
U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education
555 New Jersey Avenue NW
Washington, DC 20208–5721
Telephone: (202) 219–2221
E-mail: eric@inet.ed.gov
Web: http://www.ed.gov

Clearinghouses

Adult, Career, and Vocational Education
The Ohio State University
1900 Kenny Road
Columbus, OH 43210–1090
Telephone: (614) 292–4353
Toll Free: (800) 848–4815
Fax: (614) 292–1260
E-mail: ericacve@magnus.acs.ohio-state.edu
Web: http://coe.ohio-state.edu/cete/ericacve/index.htm

Assessment and Evaluation
The Catholic University of America
210 O'Boyle Hall
Washington, DC 20064–4035
Telephone: (202) 319–5120
Toll Free: (800) GO4–ERIC (464–3742)
Fax: (202) 319–6692
E-mail: eric_ae@cua.edu

Gopher: gopher.cua.edu, Special Resources
Web: http://ericae2.educ.cua.edu

Community Colleges
University of California at Los Angeles
3051 Moore Hall
P.O. Box 951521
Los Angeles, CA 90095–1521
Telephone: (310) 825–3931
Toll Free: (800) 832–8256
Fax: (310) 206–8095
E-mail: ericcc@ucla.edu
Web: http://www.gseis.ucla.edu/ERIC/eric.html

Counseling and Student Services
School of Education
201 Ferguson Building
University of North Carolina at Greensboro
Greensboro, NC 27412–5001
Telephone: (910) 334–4114
Toll Free: (800) 414–9769
Fax: (910) 334–4116
E-mail: ericcas2@dewey.uncg.edu
Web: http://www.uncg.edu/~ericcas2

Disabilities and Gifted Education
The Council for Exceptional Children
1920 Association Drive
Reston, VA 20191–1589
Telephone: (703) 264–9474
Toll Free: (800) 328–0272
TTY: (703) 264–9449
Fax: (703) 620–2521
E-mail: ericec@cec.sped.org
Web: http://www.cec.sped.org/ericec.htm

Educational Management
5207 University of Oregon
1787 Agate Street
Eugene, OR 97403–5207
Telephone: (541) 346–1684
Toll Free: (800) 438–8841
Fax: (541) 346–2334
E-mail: ppiele@oregon.uoregon.edu
Web: http://darkwing.uoregon.edu/~ericcem

Elementary and Early Childhood Education
University of Illinois at Urbana-Champaign
Children's Research Center

51 Gerty Drive
Champaign, IL 61820–7469
Telephone: (217) 333–1386
Toll Free: (800) 583–4135
Fax: (217) 333–3767
E-mail: ericeece@uiuc.edu
Web: http://ericps.crc.uiuc.edu/ericeece.html
NPIN Web: http://npin.org (National Parent Information Network)

Higher Education
The George Washington University
One Dupont Circle NW, Suite 630
Washington, DC 20036–1183
Telephone: (202) 296–2597
Toll Free: (800) 773–3742
Fax: (202) 452–1844
E-mail: eriche@eric-he.edu
Web: http://www.gwu.edu/~eriche/

Information & Technology
Syracuse University
4–194 Center for Science and Technology
Syracuse, NY 13244–4100
Telephone: (315) 443–3640
Toll Free: (800) 464–9107
Fax: (315) 443–5448
E-mail: eric@ericir.syr.edu; askeric@askeric.org
Gopher: ericir.syr.edu
AskERIC Web: http://www.askeric.org
ERIC/IT Web: http://ericir.syr.edu/ithome

Languages and Linguistics
Center for Applied Linguistics
1118 22nd Street NW
Washington, DC 20037–1214
Telephone: (202) 429–9292
Toll Free: (800) 276–9834
Fax: (202) 659–5641
E-mail: eric@cal.org
Web: http://www.cal.org/ericcll

Reading, English, and Communication
Indiana University
Smith Research Center
2805 East 10th Street, Suite 150
Bloomington, IN 47408–2698
Telephone: (812) 855–5847

Toll Free: (800) 759–4723
Fax: (812) 855–4220
E-mail: ericcs@indiana.edu
Web: http://www.indiana.edu/~eric_rec

Rural Education and Small Schools
Appalachia Educational Laboratory
1031 Quarrier Street
P.O. Box 1348
Charleston, WV 25325–1348
Telephone: (304) 347–0400
Toll Free: (800) 624–9120
TTY: (304) 347–0401
Fax: (304) 347–0487
E-mail: lanhamb@ael.org
Web: http://aelvira.ael.org/erichp.htm

Science, Mathematics, and Environmental Education
The Ohio State University
1929 Kenny Road
Columbus, OH 43210–1080
Telephone: (614) 292–6717
Toll Free: (800) 276–0462
Fax: (614) 292–0263
E-mail: ericse@osu.edu
Gopher: gopher.ericse.ohio-state.edu
Web: http://www.ericse.org

Social Studies/Social Science Education
Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, IN 47408–2698
Telephone: (812) 855–3838
Toll Free: (800) 266–3815
Fax: (812) 855–0455
E-mail: ericso@indiana.edu
Web: http://www.indiana.edu/~ssdc/eric_chess.htm

Teaching and Teacher Education
American Association of Colleges for Teacher Education
One Dupont Circle NW, Suite 610
Washington, DC 20036–1186
Telephone: (202) 293–2450
Toll Free: (800) 822–9229
Fax: (202) 457–8095

E-mail: ericsp@inet.ed.gov
Web: http://www.ericsp.org

Urban Education
Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 303, Box 40
New York, NY 10027–6696
Telephone: (212) 678–3433
Toll Free: (800) 601–4868
Fax: (212) 678–4012
E-mail: eric-cue@columbia.edu
Web: http://eric-web.tc.columbia.edu

Adjunct Clearinghouses

Child Care
National Child Care Information Center
301 Maple Avenue West, Suite 602
Vienna, VA 22180
Telephone: (800) 616–2242
Fax: (800) 716–2242
E-mail: agoldstein@acf.dhhs.gov
Web: http://ericps.crc.uiuc.edu/nccic/nccichome.html

Clinical Schools
American Association of Colleges for Teacher Education
One Dupont Circle NW, Suite 610
Washington, DC 20036–1186
Telephone: (202) 293–2450
Toll Free: (800) 822–9229
Fax: (202) 457–8095
E-mail: iabdalha@inet.ed.gov
Web: http://www.aacte.org/menu2.html

Consumer Education
National Institute for Consumer Education
207 Rackham Building
Eastern Michigan University
Ypsilanti, MI 48197
Telephone: (313) 487–2292
Fax: (313) 487–7153
E-mail: Rosella.Bannister@emich.edu
Web: http://www.emich.edu/public/coe/nice

Entrepreneurship Education
Center for Entrepreneurial Leadership
Ewing Marion Kauffman Foundation
4900 Oak Street
Kansas City, MO 64112–2776
Telephone: (310) 206–9549
Toll Free: (888) 423–5233
Fax: (310) 206–8095
E-mail: celcee@ucla.edu
Web: http://www.celcee.edu

ESL Literacy Education
Center for Applied Linguistics
1118 22nd Street NW
Washington, DC 20037–1214
Telephone: (202) 429–9292, Extension 200
Fax: (202) 659–5641
E-mail: ncle@cal.org
Web: http://www.cal.org/ncle

International Civic Education
Social Studies Development Center
Indiana University
2805 East Tenth Street, Suite 120
Bloomington, IN 47408
Telephone: (812) 855–3838
Toll Free: (800) 266–3815
Fax: (812) 855–0455
E-mail: patrick@indiana.edu

Law-Related Education
Social Studies Development Center
Indiana University
2805 East Tenth Street, Suite 120
Bloomington, IN 47408
Telephone: (812) 855–3838
Toll Free: (800) 266–3815
Fax: (812) 855–0455
E-mail: ericso@indiana.edu
Web: http://www.indiana.edu/~ssdc/lre.html

Service Learning
University of Minnesota
College of Education and Human Development
1954 Buford Avenue, Room R-460
St. Paul, MN 55108
Telephone: (612) 625-6276
Toll Free: (800) 808-SERV (7378)
Fax: (612) 625-6277
E-mail: serv@maroon.tc.umn.edu
Gopher: gopher.nicsl.coled.umn.edu
Web: http://www.nicsl.coled.umn.edu

Test Collection
Educational Testing Service
Princeton, NJ 08541
Telephone: (609) 734-5737
Fax: (609) 683-7186
E-mail: mhalpern@ets.org
Gopher: gopher.cua.edu, Special Resources
Web: http://ericae2.educ.cua.edu/testcol.htm

U.S.-Japan Studies
Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, IN 47408-2698
Telephone: (812) 855-3838
Toll Free: (800) 266-3815
Fax: (812) 855-0455
E-mail: japan@indiana.edu
Web: http://www.indiana.edu/~japan

Support Components

ACCESS ERIC
2277 Research Boulevard, 7A
Rockville, MD 20850
Telephone: (301) 519-5789
Toll Free: (800) LET-ERIC (538-3742)
Fax: (301) 519-6760
E-mail: acceric@inet.ed.gov
Gopher: aspensys.com, Education and Training Division
Web: http://www.aspensys.com/eric

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DynEDRS, Inc.
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Springfield, VA 22153-2852
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Toll Free: (800) 443-ERIC (3742)
Fax: (703) 440-1408
E-mail: service@edrs.com
Gopher: edrs.com
Web: http://edrs.com

ERIC Processing and Reference Facility
Computer Sciences Corporation
1100 West Street, Second Floor
Laurel, MD 20707-3598
Telephone: (301) 497-4080
Toll Free: (800) 799-ERIC (3742)
Fax: (301) 953-0263
E-mail: ericfac@inet.ed.gov
Web: http://ericfac.piccard.csc.com

Publishers

To order the *Thesaurus of ERIC Descriptors* or *Current Index to Journals in Education*, contact:

Oryx Press
4041 North Central Avenue, Suite 700
Phoenix, AZ 85012-3397
Telephone: (602) 265-2651
Toll Free: (800) 279-ORYX (6799)
Fax: (800) 279-4663; (602) 265-6250
E-mail: info@oryxpress.com
Web: http://www.oryxpress.com

To order *Resources in Education*, contact:

United States Government Printing Office (GPO)
Superintendent of Documents
P.O. Box 371954
Pittsburgh, PA 15250-7954
Telephone: (202) 512-1800
Fax: (202) 512-2250
Web: http://www.access.gpo.gov